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ABSTRACT

This sourcebook is a comprehensive compilation of data on American Indian and Alaska Native participation in higher education, primarily 4-year and 2-year universities and colleges, including tribal colleges. Data cover undergraduate students, graduate students, and faculty, as well as student outcomes following graduation. Data sources include the National Center for Education Statistics, the Bureau of the Census, and various published surveys and reports. The introduction explains terminology, data limitations, and structure of the sourcebook. Chapters cover: (1) American Indian and Alaska Native demography and a historical overview of Native American postsecondary education in the United States; (2) Native American access to higher education in terms of high school performance and graduation, scores on college entrance examinations, and student risk factors; (3) Native postsecondary enrollment, 1976-94, (by institution level and control and student sex, attendance status, degree level, major field of study, institution, and state), as well as student persistence and graduation rates; (4) degree completions, characteristics of degree recipients, and institutions awarding the largest number of degrees to Native Americans; (5) receipt and use of student financial aid; (6) American Indian and Alaska Native college faculty and staff, salaries, tenure, and distribution; and (7) historical overview and highlights of each of the 30 tribal colleges. Many data tables and figures are included. Appendices contain 80 references, supplemental data tables for the first six chapters, standard error tables, a glossary and list of acronyms, and over 200 additional sources of information. (SV)

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American Indians and Alaska Natives in Postsecondary Education

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PREFACE

This report was begun to illustrate the type and amount of data that were available to describe the status of American Indians and Alaska Natives in postsecondary education. As part of this effort, a working group of individuals with extensive involvement in Native American education was convened. This group helped provide direction and scope for the project. Several members of the group remained actively involved in the project, either by providing feedback as the report evolved or by actually writing some sections of the report. Their involvement led to what we believe is a seminal work. The report provides meaningful information and a new awareness of the many ways American Indians and Alaska Natives participate in postsecondary education. It highlights the difficulties involved in obtaining data on Native Americans, particularly through the use of sample surveys. And, it forms the foundation for additional studies of Native Americans in postsecondary education as new and better data become available.

We hope you will find this report as enlightening as we did.

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Introduction to American Indians and Alaska Natives in Postsecondary Education

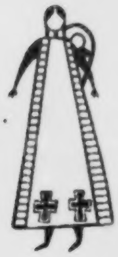
INTRODUCTION

This sourcebook is a comprehensive compilation of data discussing American Indian and Alaska Native participation in postsecondary education. It provides a portrait of Americans Indians and Alaska Natives involved in all facets of postsecondary education—as undergraduate students, graduate students, and faculty—as well as student outcomes following graduation. It has been produced by the National Center for Education Statistics (NCES) in response to a growing need for such information. Data have been collected from a multitude of sources, including NCES and the U.S. Department of Commerce, Bureau of the Census. The majority of these data have been previously published and were taken directly from assorted publications.

Throughout the sourcebook, comparisons are made between Native Americans and the total population. Comparisons were not made between Native Americans and other minority populations. Data for other racial/ethnic groups, however, does appear in several of the summary tables and appendix tables.

This introduction examines the terminology used throughout the sourcebook, limitations of the data, and the sourcebook's structure.

TERMINOLOGY



The terms "American Indian and Alaska Native" and "Native American" are used interchangeably throughout the sourcebook. Both include any person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.[1] These terms are used by the authors to report data from surveys where a similar definition of race/ethnicity was used. Racial/ethnic definitions may vary slightly from survey to survey.

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[1] U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics: 1995*, p. 499, 1995.

The postsecondary institutions discussed in this report are primarily 4-year and 2-year colleges and universities, including tribal colleges. Postsecondary vocational education institutions have not been included. "Tribal colleges" are the 30 postsecondary institutions recognized as U.S. tribally controlled colleges by the American Indian Higher Education Consortium (AIHEC) and classified as tribal colleges under the Carnegie Institution classification system. A complete listing of these institutions appears in table 7-1. When these institutions are listed in other tables, they appear in italics so that they can easily be identified as tribal colleges.

It should be noted, however, that four tribal colleges recently changed their names: Haskell Indian Junior College is now Haskell Indian Nations University, Little Hoop Community College is now Cankdeska Cikana Community College, Navajo Community College is now Diné Community College, and Standing Rock College changed its name to Sitting Bull College. These name changes are footnoted in tables and figures where they appear as the name changes occurred after the data were collected. In addition, a new tribal college, Little Priest Tribal College in Nebraska, was chartered in 1996. No data for this institution appears in any figures or tables.

LIMITATIONS OF THE DATA

There are several difficulties in working with data concerning American Indians and Alaska Natives, including limited data availability, high standard errors, weighting problems, and reliability issues. These problems extend beyond postsecondary data because they are often the result of small sample sizes and, less frequently, racial/ethnic identification inconsistencies. This section summarizes the limitations of the data, which affect every chapter in this sourcebook, and provides examples to demonstrate how these problems affect the discussion of specific topics.

SMALL SAMPLE SIZES

One of the most severe problems faced by researchers studying American Indians and Alaska Natives is small sample sizes. While it is possible for a sample of 1,000 individuals to represent an entire country with fairly high accuracy, Native Americans constitute only about 0.8 percent of the U.S. population, so a national random sample of 1,000 would be expected to yield about 8 Native Americans. Even in larger surveys, typically fewer than 100 Native Americans are sampled, and these small study populations result in survey estimates that are not very reliable. Two possible ways to overcome this problem are to select extremely large samples or to select Native Americans with a higher probability than other groups (oversampling), but these strategies tend to be costly and are often difficult to administer. The result is that data on Native Americans are both limited in availability and subject to high standard errors.

Limited data availability. To avoid the misinterpretation of data from sample surveys, researchers often report only those estimates that are based on a minimum cell size (e.g., three or more cases).[2] Reporting data associated with a cell too small to meet the minimum cell size requirements can lead to a violation of confidentiality by providing enough unique data so that an individual participant can be identified. Furthermore, if the size of the sample associated with the denominator of a rate or percent is too small (e.g., less than 30 cases), then there are too few data to provide a reliable statistical effort.

Difficulties associated with small sample sizes of American Indians and Alaska Natives are a recurring problem in national studies. For example, sometimes no data or only a small number of cases are available, which may necessitate combining categories to report the data to avoid violating confidentiality requirements. These difficulties are particularly acute when data are broken down into specific categories, such as faculty by academic discipline.

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[2] According to NCES statistical standard IV-01-92, for reports "each publication cell must have at least three (unweighted) observations." Any subsequent calculations (e.g., crosstabulations) must not provide any additional identifying information. U.S. Department of Education, NCES, *NCES Statistical Standards*, p. 41, 1992.

Prior to the 1980s, American Indians and Alaska Natives were often included in an "other" category or combined with other racial/ethnic groups. This practice was replaced by the identification of Native Americans as a separate racial/ethnic group, but often an asterisk or a dash appear indicating that reliable estimates are not available.

For the most recent reports produced by NCES and the U.S. Bureau of the Census, the agencies have made extensive efforts to provide usable, quantitative data for this population. Despite these efforts, however, the Bureau of the Census' Current Population Survey has been unable to provide annual data on American Indians and Alaska Natives due to small sample sizes. Data are available only from the decennial censuses.

High standard errors. A second problem associated with small sample sizes is high standard errors. The standard error is a measure of the variability of survey estimates because of sampling. For example, if all possible samples were surveyed using the same design and sample size, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. When the sample size is small, the interval around an estimate is large, and there is less likelihood that the estimate is close to the true parameter value. When two estimates are compared (e.g., to see whether there has been change over time), standard errors are used to measure whether the difference in the two estimates is likely to have been caused by random variations in the sample rather than by a real difference in the true values. Thus, seemingly large differences between two pieces of data may not be statistically significant because of high standard errors. American Indians and Alaska Natives generally have the highest standard errors on survey data of any racial/ethnic group. These standard error measures must be examined before differences can be pronounced significant.

It should be noted that standard errors exist only for surveys based on samples, such as the National Study of Postsecondary Faculty. Surveys based on censuses do not have standard errors because the total population of interest was included in the survey. For example, all data collected through the

Integrated Postsecondary Education Data System (IPEDS) include the complete universe of respondents; therefore, there are no standard errors to report.

When available, standard errors for survey data are presented in appendix B. As the authors relied heavily on IPEDS data and previously published data, standard errors are available only for sample-based surveys with published standard error tables.

Oversampling. One possible, yet costly, solution to the problems associated with small sample sizes is oversampling. Oversampling refers to the process by which a particular group (e.g., American Indians and Alaska Natives) are sampled at a higher rate than the rest of the population in order to obtain a specified sample size for that particular group. This process may enable researchers to include enough members of that specific group in the sample to permit reliable data analysis and data reporting.

There are, however, difficulties associated with oversampling. First, it may be difficult to oversample because the population is too small to support such an approach. Second, the cost of oversampling is often prohibitive. Lastly, a focus on institutions with large numbers of one specific population (i.e., Native Americans) may produce results that are inconsistent with the result for that population overall.

RACIAL/ETHNIC DATA

In the collection of data, allowing respondents to self-identify their race/ethnicity can generate inaccurate results for multiple reasons. The most prevalent cause is the instability of racial/ethnic identification—a respondent can answer the question one way the first time he or she is asked and a different way the second time. This may be due, in part, to the way the question is asked and the racial/ethnic categories presented to the respondent.[3] Difficulties also arise for individuals who consider themselves of mixed descent (e.g., Asian/Pacific Islander and white). In addition, some individuals may deliberately select a certain racial/ethnic identification to gain preferential treatment, including admission to a postsecondary institution or employment as an faculty member. Several problems associated with racial/ethnic identification are discussed below.

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[3] There is no universal set of racial/ethnic categories used for survey purposes. For federal surveys, however, racial/ethnic categories are specified by the U.S. Office of Management and Budget (OMB) in Directive 15 (1977).

Instability of racial/ethnic data. Research into the collection of data on race/ethnicity has indicated that American Indians and Alaska Natives make up the least stable racial/ethnic group in terms of self-identification.[4] For example, a recent National Science Foundation survey of science and engineering graduates–the 1995 National Survey of Recent College Graduates (NSRCG:95)–examined racial/ethnic agreement between institutional records of students and their self-reports on the survey. The agreement rate found for American Indians and Alaska Natives was only about 60 percent, whereas the agreement rates for the other racial/ethnic groups ranged from 89 percent to 97 percent.

Similarly, a recent study conducted by the Bureau of Labor Statistics to examine alternative methods of asking race/ethnicity in reinterviews reached the following conclusion:[5]

> The measurement of American Indian, Eskimo, or Aleut may not be straightforward, and information...supports the notion that identification as an American Indian or Alaskan Native may have a reliability problem and be sensitive to methods effects... In contrast to the other racial categories, the agreement rate between the CPS and the supplement for the American Indian, Eskimo, or Aleut category never reaches more than 75 percent in the panel. It is only 60 percent when the multiracial category is included. These results provide another indication of the reliability problem that may be associated with the American Indian, Eskimo, or Aleut category. Furthermore, an analysis of results by ancestry...indicates that respondents with both white

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[4] U.S. Department of Labor, Bureau of Labor Statistics, *A Test of Methods for Collecting Racial and Ethnic Information*, 1995

[5] U.S. Department of Labor, Bureau of Labor Statistics, *A Test of Methods for Collecting Racial and Ethnic Information*, 1995

> and American Indian ancestry may not consistently identify with one or the other. Similar findings have been reported by others.

These findings lead to the conclusion that caution is needed in interpreting data changes since they may be due in part to differences in self-identification patterns. The instability in self-identification also may cause problems for weighting in sample surveys in which samples and weights are based on information that may change between the sample frame identification and the self-report on the survey.

OTHER DATA CONCERNS

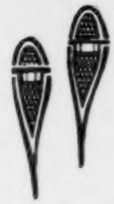
In addition to the problems associated with small survey sample sizes and the reliability of racial/ethnic identification, other data concerns exist. The Integrated Postsecondary Education Data System (IPEDS) collects comprehensive data from all postsecondary institutions. It is broken down into several component surveys including enrollment, completions, and staff. Every person enrolled in a postsecondary institution, receiving a degree, or working at a postsecondary institution is included in the data collections. Using counts rather than estimates eliminates the problems associated with small sample sizes and high standard errors, but the relatively small size of the Native American population still creates data analysis difficulties.

Although IPEDS data are based on counts, caution must be exercised when doing time trend analysis or comparing related data. If the base value for one statistic is relatively small, small increases may result in relatively large percentage changes. Therefore, researchers should consider both percentage changes and changes in the actual numbers in their analyses. They may also want to consider examining changes over a 5-, 10-, or 20-year period. For example, in percentage terms the enrollment by degree level of American Indian and Alaska Natives grew more at the graduate and first-professional degree levels than the undergraduate degree level from 1976 to 1994.[6] However, a more careful examination of the data showed that while the percentage of first-professional students, for example, increased by 100 percent, the actual number of students only grew by 1,000. At the same time, undergraduate enrollment only increased by 69 percent, but the number of undergraduates grew by 48,000 students.

A second problem is the reporting difficulties experienced by some institutions. Some postsecondary institutions do not complete IPEDS surveys, thus necessitating data imputations. These imputations provide marginal accuracy for overall groups (e.g., 4-year institutions) but not necessarily for individual institutions. For example, data for some tribal colleges have been imputed. The imputation was based on data from regional community colleges. While these institutions share several characteristics with tribal colleges, they generally have a different racial/ethnic student and staff composition. Thus, the data for some tribal colleges may be less reliable than desired.

A third problem is that institutions rely on student-reported racial/ethnic distributions. As previously mentioned, the propensity to identify with one or another racial/ethnic group may change over time, thus making trend analyses difficult.

QUANTITATIVE VERSUS QUALITATIVE DATA



The quantitative data presented in this sourcebook provide a numerical description of the status of Native Americans in higher education. However, they cannot describe the environment experienced by American Indians and Alaska Natives in one institution or another. Qualitative analysis, however, may be able to help explain these differences. For example, case studies, focus groups, and site visits may help explain why one particular institution has higher retention rates for American Indians and Alaska Natives than other institutions. In future research, qualitative studies should be considered to complement and enhance the quantitative data.

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[6] U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey, and Integrated Postsecondary Education Data Systems (IPEDS), "Fall Enrollment" survey. As published in NCES, *Digest of Education Statistics: 1991*, table 195, p. 200, 1991; *Digest of Education Statistics: 1992*, table 194, pp. 204-205, 1992; and *Digest of Education Statistics: 1996*, table 203, pp. 208-209, 1996.

STRUCTURE OF THE SOURCEBOOK

The sourcebook is divided into chapters based on various issues associated with postsecondary education. An effort was made to limit the coverage of each chapter to one specific topic, but overlap between chapters does occur. The following is a brief summary of the chapters:

- **Chapter 1** examines American Indian and Alaska Native demographics to provide a context to discuss the issue of higher education. It also contains a historical overview of Native American postsecondary education in the United States.

- **Chapter 2** discusses Native American students' access to postsecondary institutions. It examines high school performance, standardized test scores, and other factors affecting students' opportunities to pursue a postsecondary degree.

- **Chapter 3** considers Native American enrollment in postsecondary education from 1976 to 1994. It includes discussions of enrollment by institution level and control and student's sex, attendance status, degree level, major field of study, institution, and state. This chapter also discusses American Indian and Alaska Native student persistence and graduation rates at postsecondary institutions.

- **Chapter 4** analyzes degree completions for Native American students at all degree levels. It considers the number and percentage of degrees being awarded at each level, trends in degree attainment, and the major fields of study in which degrees are attained. This chapter also examines the characteristics of degree recipients and discusses the institutions of higher education and tribal colleges awarding the largest number of degrees to Native American students.

- **Chapter 5** examines the receipt and use of financial aid among American Indian and Alaska Native students. The discussion is primarily focused on the undergraduate and doctorate degree levels. The use of personal funding sources, federal grants and loans, state programs, and institutional financial aid is considered.

- **Chapter 6** summarizes national statistics on American Indian and Alaska Native postsecondary education faculty and presents information on nonfaculty employment of Native Americans in postsecondary institutions. Data reflecting full- and part-time staff; faculty salaries; distribution of staff by institution control, institution level, and program area; tenure status; and new hires are discussed.

- **Chapter 7** provides a historical overview of tribal colleges. It discusses their origins, their accomplishments, the difficulties they face, and their future goals.

- **Appendices A to E.** Appendix A provides supplemental data tables that correspond to chapters 1 through 6. Appendix B includes selected standard error tables. Appendix C provides a glossary of terms and a list of acronyms that appear throughout the sourcebook. Appendix D provides a list of documents that were cited in the sourcebook. Appendix E lists additional sources of information about American Indian and Alaska Native participation in postsecondary education.

1

American Indian and Alaska Native Demographics and Historical Overview of Education

"The most fundamental need in Indian education is a change in the point of view."

The Meriam Report, 1928

The American Indian and Alaska Native[1] population has experienced tremendous growth during the 20th century. It is concentrated in the Western United States and is younger than the overall population. American Indians and Alaska Natives tend to have lower family incomes and higher poverty rates than the nationwide averages, and their levels of educational attainment continue to lag behind those of the general population.

This chapter discusses the basic demographic characteristics of American Indians and Alaska Natives, including their educational attainment and labor force outcomes. It also provides a brief examination of the history of Native American education from early education activities through new education measures introduced in the 1990s. The summary tables referred to in the text appear at the end of the chapter.

HIGHLIGHTS FROM THE 1990 DECENNIAL CENSUS

- The American Indian population experienced tremendous growth in the 20th century, increasing from 237,000 people in 1900 to 1.9 million people in 1990 (figure 1-1), including some growth attributable to increased self-identification. Despite this growth, American Indians composed only 0.8 percent of the total population in 1990 (summary table S1-1).
- In 1990, Native Americans were younger than the overall population, with 36 percent of Native Americans compared with 26 percent of the total population being under the age of 18 (figure 1-2).
- Nearly half of all American Indians and Alaska Natives lived in the Western United States in 1990 as did 21 percent of the total population. The largest proportion of the total population (34 percent) lived in the South as did 29 percent of the American Indian and Alaska Native population (figure 1-3).
- In 1990, four states had over 100,000 Native American residents, and an additional seven states had over 50,000 Native American residents (figure 1-4).

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[1] The terms "Native American" and "American Indian and Alaska Native" are used interchangeably throughout this chapter.

- Slightly more than half of the Native American population (56 percent) and 75 percent of the total population lived in urban areas in 1990 (figure 1-5).
- The majority of American Indian and Alaska Native families, like all U.S. families, were married-couple families. Among American Indians and Alaska Natives, however, 27 percent of all families were headed by a female householder with no husband present compared with 17 percent of families nationwide (figure 1-6).
- American Indians and Alaska Natives participated in the labor force at rates similar to the overall population, 62 percent and 65 percent, respectively. Among both groups, men had higher participation rates than women (figure 1-7).
- The most popular occupations for American Indians and Alaska Natives and for all workers were technical, sales, and administrative support positions (figure 1-8).
- In 1990, the median family income for all Native American families was $21,750. Nationwide, it was $35,225 (figure 1-9).
- In American Indian and Alaska Native households headed by females with no husband present, 50 percent were living below the poverty level. Among all families headed by females with no husband present, 31 percent were in poverty (figure 1-10).
- In 1990, among those 25 years and older, 66 percent of Native Americans had completed high school, 9 percent had attained a bachelor's degree or higher, and 3 percent held graduate or professional degrees. Among the total population 25 years and older, 75 percent had completed high school, 20 percent had attained a bachelor's degree or higher, and 7 percent held graduate or professional degrees (figure 1-11 and p. 1-13).
- Educational attainment varied among individual Indian tribes. The percentage of Indian tribe members 25 years and over who had completed a high school degree or higher ranged from 94 percent for the Coos tribe to 29 percent for the Miccosukee tribe (summary table S1-5).

Sources of Data

Data collected by the U.S. Department of Commerce, Bureau of the Census were the basis for all the demographic statistics presented in this chapter. The overview of Native American history from the 1500s through the 1990s relied primarily on the work of several individual researchers interested in the education of American Indians and Alaska Natives as well as information provided by the American Indian and Alaska Native authors of this sourcebook.

Demographic data. All demographic data were taken from decennial censuses conducted by the U.S. Bureau of the Census. Only the decennial census is large enough to collect reliable data for American Indians and Alaska Natives as it includes total population counts. In contrast, the sample sizes used in the annual Current Population Surveys are too small to produce reliable estimates for the Native American population. Thus, the most recent demographic data available for Native Americans are from 1990. Several decennial censuses prior to 1990 were also used, most notably the one conducted in 1980. Often the data were taken directly from the *Census of Population* series of publications. The Bureau of the Census also released a report in 1993, *We the...First Americans,* that provided summary demographic data for Native Americans and offered comparisons to the total U.S. population. Information from that report is used frequently throughout this chapter.

Historical overview of education. This section was based on a number of historical sources. Primary among them are Norman Oppelt's *The Tribally Controlled Indian Colleges: The Beginnings of Self Determination in American Indian Education*[2] and *American Indian and Alaska Native Higher Education: Toward a New Century of Academic Achievement and Cultural Integrity* written by Bobby Wright.[3] Oppelt provides a detailed discussion of four centuries of tribal education culminating in the founding of the tribal colleges and the federal policies of the 1980s. Wright also provides data concerning the history of Native American education, but his data are generally less detailed than those presented by Oppelt. The historical overview also relies on pieces of information found in a report written by Judith Fries entitled *The American Indian in Higher Education: 1975-76 to 1984-85,*[4] various reports issued by the National Center for Education Statistics, articles published by the *Chronicle of Higher Education*, and tribal college catalogs.

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[2] Norman T. Oppelt, *The Tribally Controlled Indian Colleges: The Beginnings of Self Determination in American Education*, Tsaile, AZ: Navajo Community College Press, 1990.

[3] Bobby Wright, *American Indian and Alaska Native Higher Education: Toward a New Century of Academic Achievement and Cultural Integrity*, Washington, DC: U.S. Department of Education, Indian Nations At Risk Task Force, 1991.

[4] Judith E. Fries, *The American Indian in Higher Education: 1975-76 to 1984-85*, Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1987.

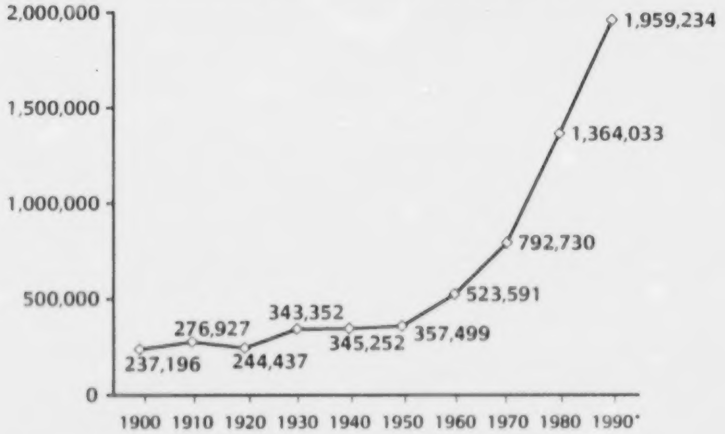
DEMOGRAPHICS

This section provides a general overview of American Indians and Alaska Natives. It begins with a discussion of the size and age composition of the Native American population as well as information about where this population resides. This discussion is followed by an examination of Native American participation in the labor force, median family income, and poverty rates. The section concludes with American Indian and Alaska Native educational attainment levels overall, at the tribal level, and on Indian reservations.

Population. The American Indian population increased from about 237,000 in 1900 to slightly less than 2 million people in 1990 (figure 1-1). The majority of this growth occurred from 1970 to 1990, when the population increased by about 1.2 million people. Some of this tremendous growth is the result of more self-identification by individuals with their Native American heritage. A forthcoming NCES report written by Jeffrey Passell addresses this issue in more detail. Regardless, in 1900, American Indians composed 0.3 percent of the total population. By 1990, the proportion had climbed to 0.8 percent (summary table S1-1).

Figure 1-1

American Indian population: Selected years, 1900-90



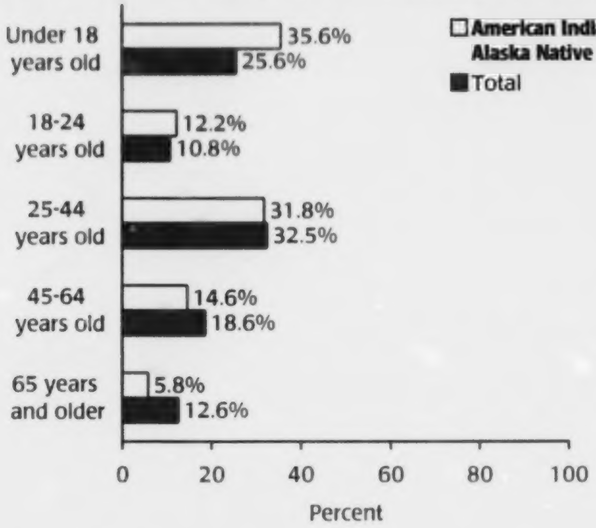
*1990 Census data include Eskimos and Aleuts.

SOURCE: U.S. Department of Commerce, Bureau of the Census 1980 decennial census and 1990 decennial census. As published in Bureau of the Census, *1980 Census of Population: General Population Characteristics*, table 40, p. 1-22, 1982, and *1990 Census of Population: General Population Characteristics*, table 16, pp. 23-24, 1992.

On an individual tribal basis, the largest American Indian tribe in 1990 was the Cherokee with 308,000 members (summary table S1-2). It was followed by the Navajo (219,000 members), the Chippewa (104,000), and the Sioux (103,000). The size of American Indian tribes decreases rapidly, with the 20th largest tribe, the Cheyenne, having only 11,000 members.

Age. The 1990 decennial census showed that American Indians and Alaska Natives were younger than the overall population. About 36 percent of Native Americans were under the age of 18 and 12 percent were 18 to 24 years old (figure 1-2). Among all persons, 26 percent were under the age of 18 and 11 percent were 18 to 24 years old. This age distribution may affect postsecondary enrollments in the ensuing decades as an increasing number of Native Americans reach traditional college age.

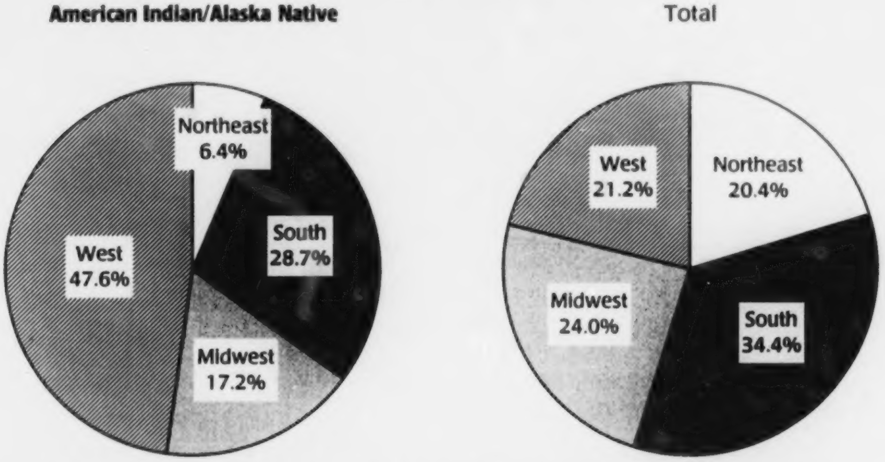
Figure 1-2
Percent distribution of the American Indian and Alaska Native population and total population, by age group: 1990



SOURCE: U.S. Department of Commerce, Bureau of the Census, 1990 decennial census. As published in Bureau of the Census, *1990 Census of Population: General Population Characteristics*, table 16, pp. 23-24, 1992.

Location. In 1990, nearly half (48 percent) of all American Indians and Alaska Natives lived in the Western United States compared with 21 percent of the total population who lived in that region (figure 1-3). The largest proportion of the total population (34 percent) lived in the south.[5] For both groups, the Northeast had the smallest percentage of the population; only 6 percent of Native Americans lived in the Northeast compared with 20 percent of the total population.

Figure 1-3
Percent distribution of American Indian and Alaska Native population and total population, by region: 1990



NOTE: Regions are based on those established by the U.S. Department of Commerce, Bureau of the Census. For a listing of states included in each region, refer to the sourcebook glossary contained in Appendix C. Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Commerce, Bureau of the Census, 1990 decennial census. As published in Bureau of the Census, *1990 Census of Population: General Population Characteristics*, table 276, p. 517, 1992.

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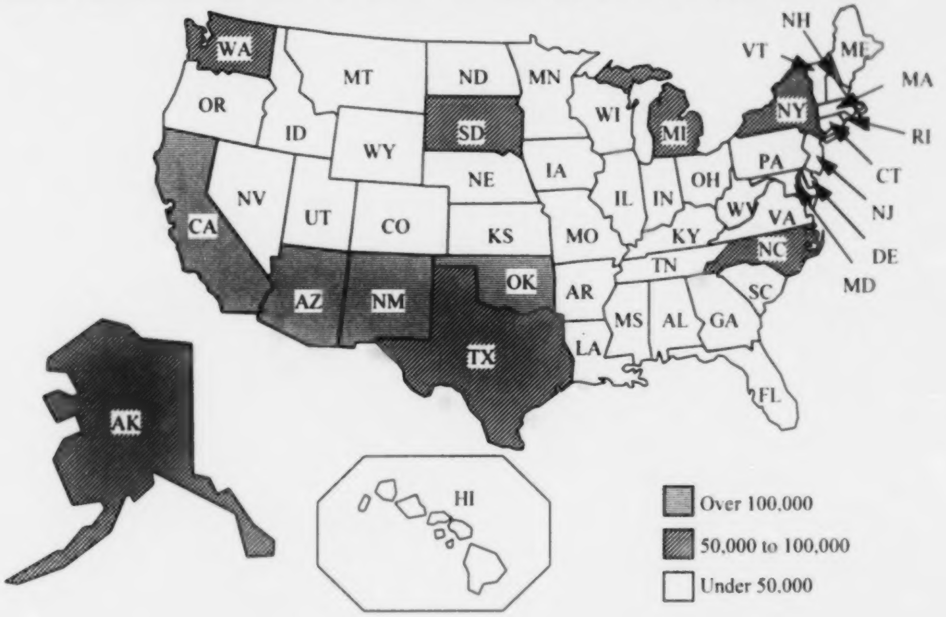
[5] Based on the U.S. Department of Commerce, Bureau of Census definition, the South extends as far north as Maryland and Delaware and as far west as Texas and Oklahoma.

Four states–California, Arizona, New Mexico and Oklahoma–each had over 100,000 Native American residents (figure 1-4), and an additional seven states had at least 50,000 each. In the states where the largest number of American Indians and Alaska Natives resided in 1990, the percentages living in identified American Indian areas or identified Alaska Native village statistical areas ranged from 6 percent in California to 82 percent in Oklahoma (calculated from summary table S1-3).

Figure 1-4

Size of American Indian and Alaska Native population, by state: 1990


WA
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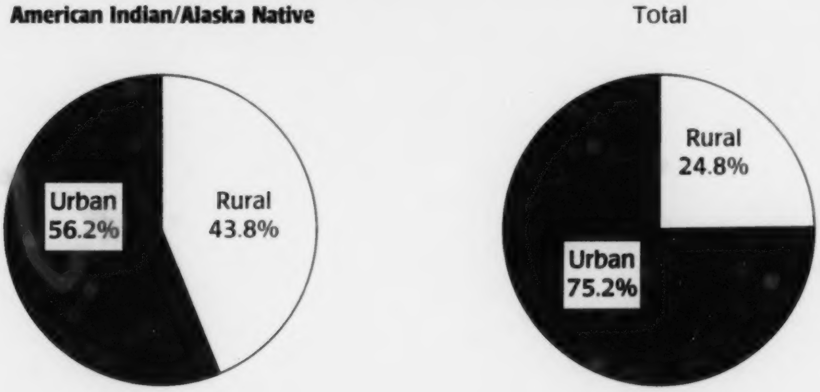
VA
KY
NC
TN
SC
GA
AL
MS
LA
AR
MO
KS
OK
TX
NM
AZ
CO
UT
NV
CA
FL
AK
HI
Over 100,000
50,000 to 100,000
Under 50,000

SOURCE: U.S. Department of Commerce, Bureau of the Census, 1990 decennial census. As published in Bureau of the Census, *1990 Census of Population: General Population Characteristics*, table 276, p. 517, 1992.

Among all reservation and trust lands, the most populous was the Navajo reservation and trust lands with 143,000 American Indian and Alaska Native residents, followed by Pine Ridge reservation and trust lands with 11,000 American Indian and Alaska Native residents (summary table S1-4). Additional analysis revealed that the majority (56 percent) of all American Indians and Alaska Natives lived in urban areas in 1990 (figure 1-5). Among the total population in 1990, a significantly higher proportion (75 percent) lived in urban areas.

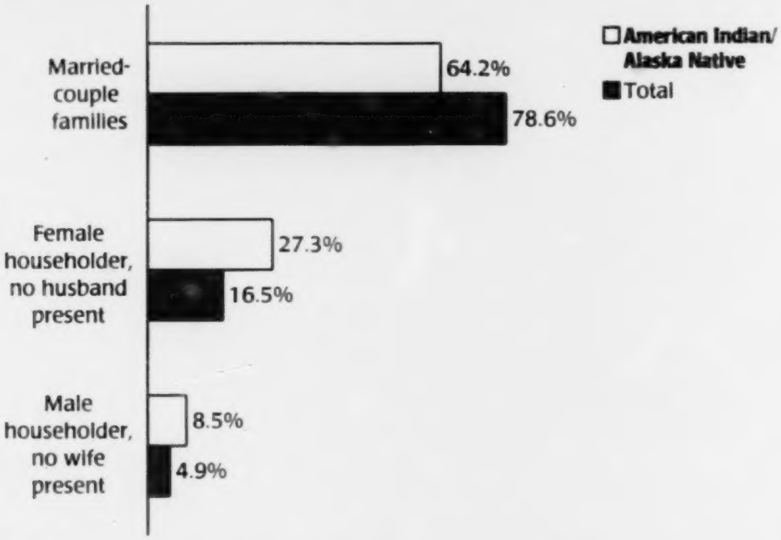
Figure 1-5
Percent distribution of American Indian and Alaska Native population and total population, by urban/rural areas: 1990



SOURCE: U.S. Department of Commerce, Bureau of the Census, 1990 decennial census. As published in Bureau of the Census, *1990 Census of Population: General Population Characteristics*, table 36 and 44, pp. 49 and 57, 1992.

Types of families. The majority of American Indian and Alaska Native, like all U.S. families, were married-couple families with the husband and wife present in the household (figure 1-6). About 27 percent of Native American families were headed by a female householder without a husband present. Nationwide, 17 percent of all families were headed by a female with no husband present.

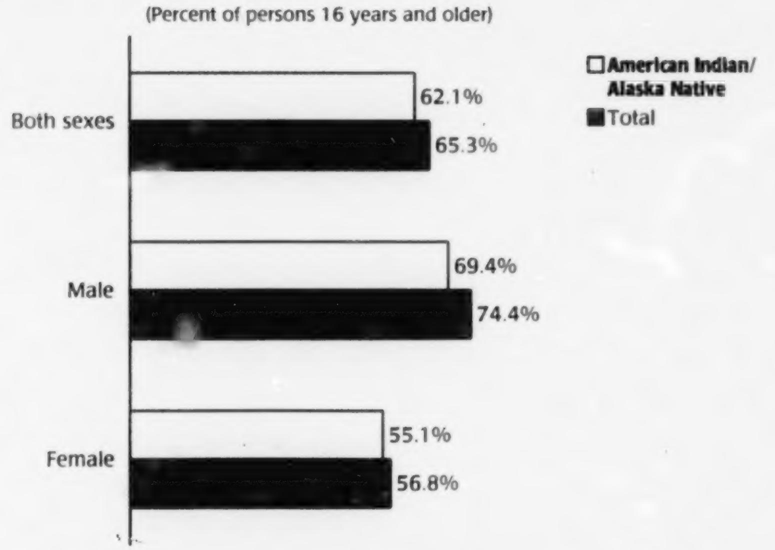
Figure 1-6
American Indian and Alaska Native families and total families, by type of family: 1990



SOURCE: U.S. Department of Commerce, Bureau of the Census, 1990 decennial census. As published in Bureau of the Census, *We the... First Americans*, figure 5, p. 4, 1993.

Labor force participation. Native Americans participated in the labor force at similar rates as the general population. Overall, labor force participation rates were 65 percent for the total population and 62 percent for Native Americans (figure 1-7). Men had higher participation rates than women for both American Indians and Alaska Natives and the total population. Overall, 74 percent of men and 57 percent of women were in labor force, as were 69 percent of men and 55 percent of women among Native Americans.

Figure 1-7
American Indian and Alaska Native labor force participation and total labor force participation, by sex: 1990

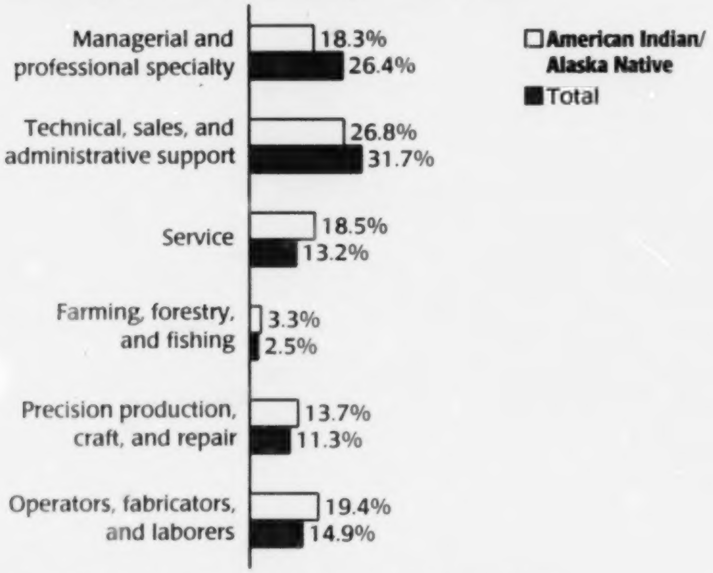


SOURCE: U.S. Department of Commerce, Bureau of the Census, 1990 decennial census. As published in Bureau of the Census, *We the... First Americans*, figure 7, p. 5, 1993.

Technical, sales, and administrative support positions were the most frequently held occupation for both Native Americans (27 percent) and the general population (32 percent; figure 1-8). For Native Americans, these positions were followed by operators, fabricators, and laborers (19 percent) and service occupations (19 percent). Among the overall population, managerial and professional specialty positions (26 percent) and operators, fabricators, and laborers (15 percent) were the next most popular occupations.

Figure 1-8

American Indian and Alaska Native population and total population, by occupation: 1990

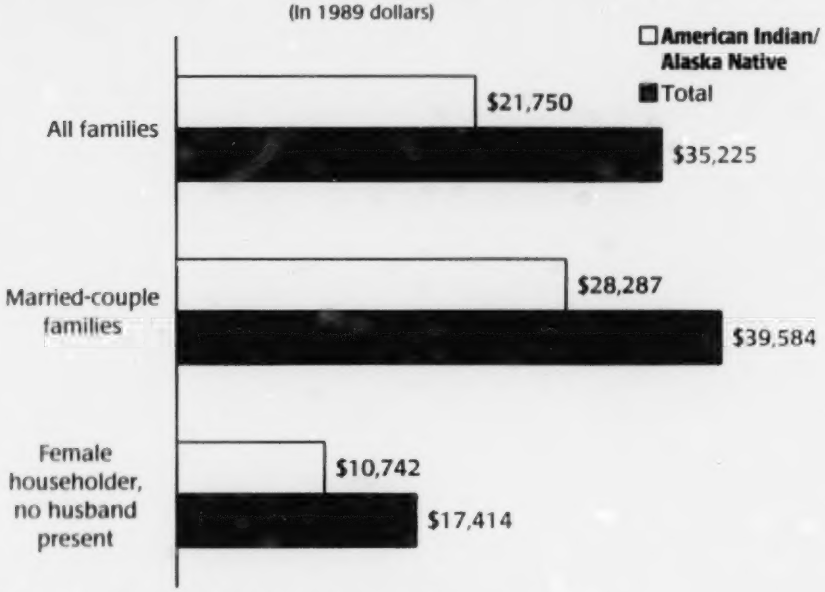


SOURCE: U.S. Department of Commerce, Bureau of the Census, 1990 decennial census. As published in Bureau of the Census, *We the... First Americans*, figure 8, p. 5, 1993.

Median family income. Among all American Indian and Alaska Native families, the median income was $21,750 (figure 1-9). It was higher among married-couple families ($28,287) and substantially lower for families headed by females with no husband present ($10,742). Median family income among the total population was higher at every level than for Native Americans. Overall, median family incomes ranged from $17,414 for families headed by females with no husband present to $39,584 for married-couple families. The overall median family income for all families was $35,225.

Figure 1-9

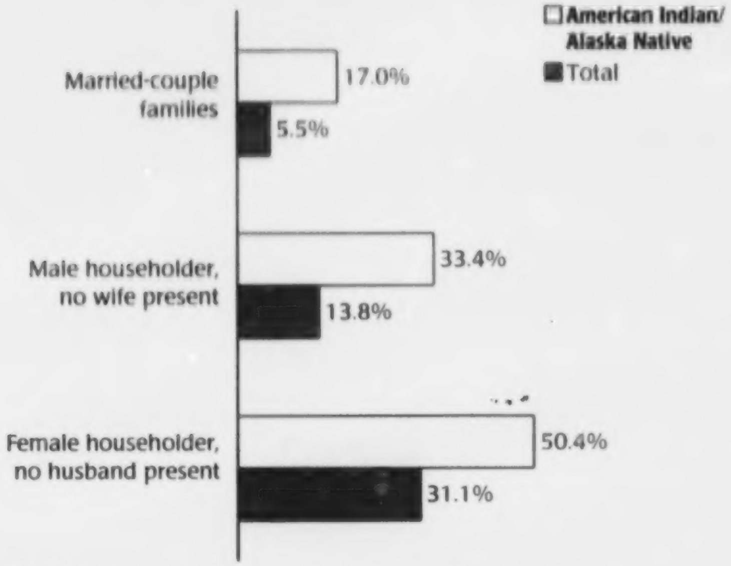
American Indian and Alaska Native median family income and total median family income, by type of family: 1990



SOURCE: U.S. Department of Commerce, Bureau of the Census, 1990 decennial census. As published in Bureau of the Census, *We the... First Americans*, figure 9, p. 6, 1993.

Poverty rates. In 1989, the poverty rates among Native Americans were higher than those among the overall population (figure 1-10). For example, among married-couple families, 17 percent of American Indian and Alaska Native families lived in poverty compared with 6 percent overall. In families headed by females with no husband present, half (50 percent) of Native Americans lived in poverty compared with 31 percent of the overall population.

Figure 1-10
American Indian and Alaska Native poverty rates and total poverty rates, by type of family: 1989

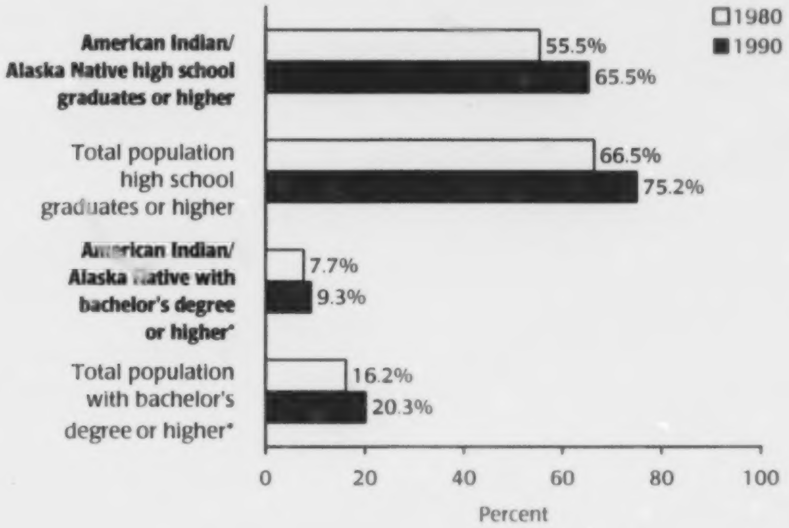


SOURCE: U.S. Department of Commerce, Bureau of the Census, 1990 decennial census. As published in Bureau of the Census, *We the... First Americans*, figure 10, p. 6, 1993.

Overall educational attainment. From 1980 to 1990, the percentage of American Indians and Alaska Natives 25 years and older who had completed high school increased from 56 percent to 66 percent (figure 1-11). Among the total population, high school completion rates rose from 67 percent to 75 percent. Differences in degree attainment between these populations also existed at the bachelor's level and higher. In 1980, 8 percent of Native Americans and 16 percent of the overall population had earned bachelor's degrees. By 1990, slightly more than 20 percent of the general population had attained a bachelor's degree or higher compared with 9 percent of the Native American population. Also in 1990, 3 percent of Native Americans and 7 percent of the total population held graduate or professional degrees.[6]

Figure 1-11

Educational attainment of American Indian and Alaska Native population and total population, 25 years and older: 1980 and 1990



*In 1980, this category was percent of population who had completed 4 or more years of college.

SOURCE: U.S. Department of Commerce, Bureau of the Census, 1980 decennial census and 1990 decennial census. As published in Bureau of the Census, *1980 Census of Population: General Social and Economic Characteristics*, figure 11, p. 1-10, and table 123, p. 1-98, 1983, and *1990 Census of Population: Education in the United States*, table 1, pp. 1, 7, 1994.

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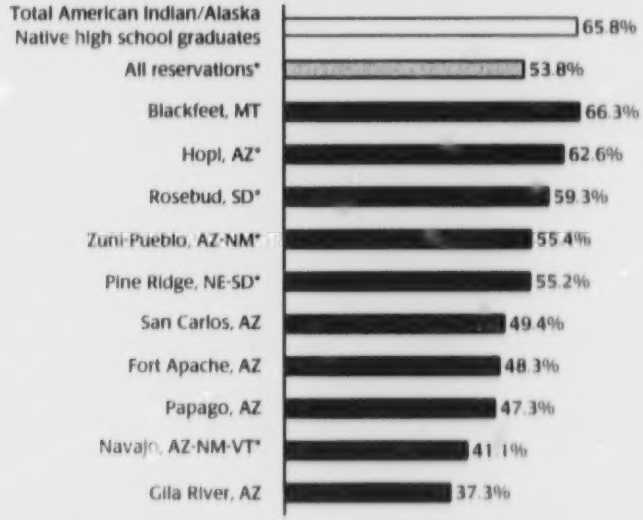
[6] U.S. Department of Commerce, Bureau of the Census, *We the ... First Americans*, figure 6, p. 4, 1993.

Tribal educational attainment. There is a wide range in the levels of educational attainment achieved by individual tribes. For example, the percentage of Indian tribe members who had completed a high school degree or higher ranged from 94 percent for the Coos tribe to 29 percent for the Miccosukee tribe (summary table S1-5). Substantially smaller percentages of tribe members completed bachelor's degrees or higher. The completion rates ranged from 32 percent for members of the Chehalis tribe to less than one half of one percent for the Cupeno, Salinan, and Serrano tribes. These differences may be related to varying resource availability levels among the tribes as well as different levels of emphasis placed on completing high school and attaining a college degree. For example, some tribes are benefiting from casinos that have been established on their reservations, while other tribes continue to experience high rates of unemployment and poverty.

On average, 54 percent of the persons 25 years and older living on Indian reservations had earned a high school diploma or higher by 1990 (figure 1-12). Five reservations had above average high school completion rates with the highest completion rate occurring at the Blackfeet reservation in Montana (66 percent). It was followed by the Hopi reservation in Arizona (63 percent) and the Rosebud reservation in South Dakota (59 percent).

Figure 1-12
Percent of American Indians and Alaska Natives with a high school diploma or higher, 25 years and older, by reservation: 1990



*Includes trust lands.

SOURCE: U.S. Department of Commerce, Bureau of the Census, 1990 decennial census. As published in Bureau of the Census, *We the ... First Americans*, figure 15, p. 9, 1993, and *1990 Census of Population: Education in the United States*, table 1, p. 7, 1994.

HISTORICAL OVERVIEW OF HIGHER EDUCATION

This section uses a timeline (exhibit 1-1) to provide a brief overview of Native American postsecondary education from the first attempts to educate and assimilate American Indians through President Clinton's 1996 Executive Order to provide additional assistance to tribal colleges. The timeline covers over 400 years of history, highlighting and describing key events. This presentation, however, does not include many tangential events that may have indirectly affected Native American postsecondary education.

Exhibit 1-1

Four Centuries of American Indian and Alaska Native Postsecondary Education

1568	Jesuits established the first school for Indians in Cuba.
1618	The British monarchy set aside land to establish a college for American Indians in Virginia. A rebellion by the Native population ended the English plans.
1636	Harvard College was founded to educate English and Indian students.
1656	An Indian College was constructed on the campus of Harvard College.
1693	The College of William and Mary was founded with a mission to Christianize the Indians included in its charter.
1761	The Reverend Eleazer Wheelock, a Congregational minister, founded Moore's Charity School to convert the Indians. It was the first school to admit female Indian students.
1769	Reverend Eleazer Wheelock founded Dartmouth College to provide higher education opportunities for American Indians. The institution never became a predominantly Indian school.
1794	The first treaty between the United States and an Indian Nation to include provisions for federal funding of Indian education in exchange for Indian land was signed.
1819	Congress appropriated funds to provide for the education and civilization of the American Indians.
1825	The Choctaw tribe opened Choctaw Academy. The institution provided the most advanced academic and vocational training available to American Indians. It survived until the 1840s.
1830s	The Cherokees, Choctaws, and other members of the Five Civilized Tribes organized their own educational systems using tribal, federal, and missionary funds. These schools provided the American Indians with a literacy rate that was temporarily higher than that of their white neighbors. These educational systems lasted until the late 1800s when the federal government became increasingly involved with Indian education.
1860	The federal government established the first federal boarding school for American Indians. It was located on the Yakima Reservation in Washington Territory.
1879	The federal government established the first off-reservation boarding school for American Indians in Carlisle, Pennsylvania. These federal boarding schools emphasized agricultural, industrial, and domestic arts rather than more academic subject areas.
1880	The Baptists used a land grant from the Creek tribe to establish Indian University in Muskogee, Oklahoma. The institution was renamed Bacone College in 1910 and has continued to have a strong commitment to educating Native Americans in the 1990s.

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Exhibit 1-1.

Four Centuries of American Indian and Alaska Native Postsecondary Education (continued)

1887	The North Carolina General Assembly created the Croatan Normal School. It later became Pembroke State College for Indians when it started offering 4-year degrees to Indian students.
1928	The Merriam Report was delivered to Congress highlighting the lack of opportunities in higher education available to American Indians.
1934	In response to the Merriam Report, the Indian Reorganization Act, also known as the Indian Bill of Rights, gave Indian tribes the right to form a constitution, have self-government, and form tribal corporations. It also stopped further losses of Indian lands and provided some federal loan money for American Indians' college expenses.
1936	Also in response to the Merriam Report, amendments made to the Johnson-O'Malley Act authorized contracts between the federal government and the states for the provision of Indian higher education.
1948	The Bureau of Indian Affairs established the higher education scholarship grant program.
1954	Arizona State University established the Arizona State Indian Education Center and became the first institution to offer undergraduate and graduate Indian education courses.
Late 1950s	Twenty-four tribes offered scholarship funds to Native American students.
1962	The Santa Fe Boarding School, originally founded as an off-reservation boarding school in 1890, was renamed the Institute of American Indian Arts and began offering postsecondary training in the arts to Indians.
1965	Title III of the Higher Education Act provided grants to strengthen developing institutions of higher education, especially institutions serving minority students. These funds aided in the establishment of the tribally controlled colleges via their association with sponsoring 4-year institutions.
1967	The University of New Mexico opened the American Indian Law Center to increase the supply of Indian lawyers. The center became a separate, Indian-controlled institution in 1976.
	The Senate established a subcommittee to study Indian Education. Its report, released in 1969, reaffirmed many of the findings of the Merriam Report and called for greater control by Native Americans over their own education.
1968	The Navajo Nation established Navajo Community College in Arizona. This institution was the first tribally controlled community college.
1970	Haskell Institute, originally founded as an off-reservation boarding school in 1884, changed its name to Haskell Indian Junior College when it began to offer postsecondary courses.

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Exhibit 1-1.

Four Centuries of American Indian and Alaska Native Postsecondary Education (continued)

1971	Congress passed the Navajo Community College Assistance Act providing Navajo Community College with a federal appropriation based on its enrollment as well as providing a limited amount of funding for capital construction.
1972	The Indian Education Act created an Office of Indian Education within the U.S. Department of Education and established the National Advisory Council on Indian Education (NACIE).
	The American Indian Higher Education Consortium (AIHEC) was created by six tribal colleges to provide technical assistance and undertake advocacy efforts. AIHEC played an instrumental role in securing additional funds for the tribal college movement and in aiding in the development of new tribally controlled colleges.
1975	Congress passed the Indian Self-Determination Act and the Education Assistance Act.
1976	Navajo Community College became the first tribal college to gain full accreditation as a 2-year college offering associate's degrees.
1978	Congress passed the Tribally Controlled Community College Act, providing funding for the establishment and improvement of tribally controlled colleges.
1983	Oglala Lakota College and Sinte Gleska College became the first two tribal colleges accredited to offer bachelor's degrees.
1988	Congress reauthorized the Indian Education Act and called for a White House Conference on Indian Education.
1989	Sinte Gleska College was the first tribal college to receive accreditation to offer master's degrees.
1991	The Indian Nations At Risk Task Force, established by the U.S. Secretary of Education, released its report emphasizing the need to improve financial aid programs for Native American students, encourage Native American students to become teachers, and develop a national database on Native American education.
1992	The White House Conference on Indian Education led to 114 recommendations concerning Indian education.

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Exhibit 1-1.

Four Centuries of American Indian and Alaska Native Postsecondary Education (continued)

1994	The U.S. Congress gave land-grant status to tribal colleges.
	According to the U.S. Department of Education, about 128,000 American Indian and Alaska Native students were enrolled in postsecondary education.
1996	President Clinton issued the Tribal Colleges Executive Order, directing federal agencies to provide more resources to tribal colleges.

SOURCE: This timeline draws heavily from the following sources: Fries, Judith, E., *The American Indian in Higher Education: 1975-76 to 1984-85*, Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1987. National Advisory Council on Indian Education, *Indian Education: A Federal Entitlement, 19th Annual Report to Congress, Fiscal Year 1992*, Washington, DC: Author, 1992. Oppelt, Norman T., *The Tribally Controlled Indian Colleges: The Beginnings of Self Determination in American Indian Education*, Tsaile, AZ: Navajo Community College Press, 1990. Wright, Bobby, *American Indian and Alaska Native Higher Education: Toward a New Century of Academic Achievement and Cultural Integrity*, Washington, DC: U.S. Department of Education, Indian Nations At Risk Task Force, 1991. Wright, Bobby and William G. Tierney, "American Indians in Higher Education: A History of Cultural Conflict," *Winds of Change*, March/April 1991.

CONCLUSION

The American Indian and Alaska Native population has experienced tremendous growth in this century. It has also made improvements in its overall level of educational attainment, although educational attainment varies substantially by tribe. Native Americans, however, continue to earn salaries lower than the national average, to have higher poverty rates than the overall population, and to have higher rates of single-parent families. At the same time, this population has a higher concentration of people under the age of 24 than the overall population. The higher high school graduation rates, coupled with the age distribution of this population, suggests that an increasing number of American Indians and Alaska Natives will be eligible for college enrollment in the coming years. The changes that have occurred in Indian education since the 1960s make higher education more accessible to Native Americans today than ever before.

Table S1-1. Total population and American Indian population, by sex: Selected years, 1900-90

Total population				American Indian population			
Year	Total	Men	Women	Total	Percent of total population	Men	Women
1900	76,212,168	38,968,689	37,243,479	237,196	0.3	119,484	117,712
1910	92,228,531	47,501,233	44,727,298	276,927	0.3	140,818	136,109
1920	106,021,568	54,086,116	51,935,452	244,437	0.2	125,068	119,369
1930	123,202,660	62,395,484	60,807,176	343,352	0.3	175,938	167,414
1940	132,165,129	66,349,730	65,815,399	345,252	0.3	177,215	168,037
1950	151,325,798	75,186,606	76,139,192	357,499	0.2	186,062	171,437
1960	179,323,175	88,331,494	90,991,681	523,591	0.3	263,369	260,222
1970	203,211,926	98,912,192	104,299,734	792,730	0.4	388,691	404,039
1980	226,545,805	110,053,161	116,492,644	1,364,033	0.6	673,517	690,516
1990*	248,709,873	121,239,418	127,470,455	1,959,234	0.8	967,186	992,048

*1990 census data include Eskimos and Aleuts

SOURCE: U.S. Department of Commerce, Bureau of the Census, 1980 decennial census and 1990 decennial census. As published in *1980 Census of Population: General Population Characteristics*, table 40, p. 1-22, 1982; and *1990 Census of Population: General Population Characteristics*, table 16, pp. 23-24, 1992.

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Table S1-2. Percent distribution of American Indian tribes with populations of 10,000 or more: 1990

Tribe	Number	Percent distribution
Total[1]	1,878,285	100.0
Cherokee	308,132	16.4
Navajo	219,198	11.7
Chippewa	103,826	5.5
Sioux[2]	103,255	5.5
Choctaw	82,299	4.4
Pueblo	52,939	2.8
Apache	50,051	2.7
Iroquois[3]	49,038	2.6
Lumbee	48,444	2.6
Creek	43,550	2.3
Blackfoot	32,234	1.7
Canadian and Latin American	22,379	1.2
Chickasaw	20,631	1.1
Potawatomi[3]	16,763	0.9
Tohono O'Odham	16,041	0.9
Pima	14,431	0.8
Tlingit	13,925	0.7
Seminole	13,797	0.7
Alaskan Athabaskans	13,738	0.7
Cheyenne	11,456	0.6
Comanche	11,322	0.6
Paiute	11,142	0.6
Puget Sound Salish	10,246	0.5

[1] Includes other American Indian tribes, not shown separately. Therefore, details do not add to totals.

[2] Any entry with the spelling "Siouan" was miscoded to Sioux in North Carolina.

[3] Reporting and/or processing problems have affected the data for these tribes.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *1990 Census of Population: General Population Characteristics, American Indian and Alaska Native Areas,* and press release CB92-244. As published in U.S. Department of Commerce, Bureau of the Census, *Statistical Abstract of the United States: 1994,* table 52, p. 50, 1994.

Table S1-3. American Indian and Alaska Native population living in selected states, by identified areas and households types: 1990

Identified area and household type	Total[1]	Oklahoma	California	Arizona	New Mexico	Alaska	Washington
				(Numbers in thousands)			
Total population	1,959	252	242	204	134	86	81
Inside identified areas	739	207	14	142	88	48	22
American Indian areas	692	207	14	142	88	1	22
Reservation areas[2]	411	6	13	142	68	1	21
Trust lands[3]	26	--	**	**	19	--	1
Tribal jurisdiction statistical areas[4]	201	201	--	--	--	--	--
Tribal designated statistical areas[5]	54	--	--	--	--	--	--
Alaska Native village statistical areas[6]	47	--	--	--	--	47	--
Outside identified areas	1,220	45	229	61	47	37	60
Total households	591	78	79	50	33	22	25
Family households	442	59	56	41	28	16	18
Married-couple family	284	43	37	24	16	10	11
With related children	179	25	21	18	13	7	6
With no related children	104	18	15	6	4	2	4
Male householder, no spouse present	37	3	5	4	3	2	2
With related children	25	2	3	3	2	1	1
With no related children	12	1	2	1	1	1	**
Female householder, no spouse present	121	13	15	13	8	5	6
With related children	94	9	11	10	6	4	5
With no related children	27	3	4	3	2	1	1
Nonfamily households	149	19	23	9	6	6	7
One person households	116	16	16	7	5	5	5
Two or more person households	33	2	7	2	1	1	2

-- Not applicable. Area not allocated in this state.

**Fewer than 500.

[1] Includes other states not shown separately. Therefore, details across rows do not add to totals.

[2] Federal American Indian reservations are areas with boundaries established by treaty, statute, and/or executive or court order, and recognized by the federal government as territory in which American Indian tribes have jurisdiction. State reservations are lands held in trust by state governments for the use and benefit of a given tribe.

[3] Property associated with a particular American Indian reservation or tribe and held in trust by the federal government. These lands are located outside of a reservation boundary.

[4] Areas delineated by federally recognized tribes in Oklahoma without a reservation for which the Census Bureau tabulates data.

[5] Areas delineated outside Oklahoma by federally and state recognized tribes without a land base or associated trust lands to provide statistical areas for which the Census Bureau tabulates data.

[6] Alaska native villages constitute tribes, bands, clans, groups, villages, communities, or associations in Alaska that are recognized pursuant to the Alaska Native Claims Settlement Act of 1972.

NOTE: As of April 1, 1991, households are based on race of householder. Totals include states not shown in this table. Because of rounding, details in columns may not add to totals.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *1990 Census of Population: General Population Characteristics: American Indian and Alaska Native Areas*. As published in U.S. Department of Commerce, Bureau of the Census, *Statistical Abstract of the United States: 1994*, table 51, p. 50, 1994.

Table S1-4. American Indian, Eskimo, and Aleut, and total population living on selected reservations and trust lands: 1990

Reservation and trust lands with 5,000 or more American Indians, Eskimos, and Aleuts	Total population	American Indians/Eskimos/Aleuts	
		Number	Percent
All reservations and trust lands[1]	808,163	437,431	54.1
Navajo and trust lands, AZ-NM-UT	148,451	143,405	96.6
Pine Ridge and trust lands, NE-SD	12,215	11,182	91.5
Fort Apache, AZ	10,394	9,825	94.5
Gila River, AZ	9,540	9,116	95.6
Papago, AZ	8,730	8,480	97.1
Rosebud and trust lands, SD	9,696	8,043	83.0
San Carlos, AZ	7,294	7,110	97.5
Zuni, Pueblo, AZ-NM	7,412	7,073	95.4
Hopi and trust lands, AZ	7,360	7,061	95.9
Blackfeet, MT	8,549	7,025	82.2
Turtle Mountain and trust lands, ND-SD	7,106	6,772	95.3
Yakima and trust lands, WA	27,668	6,307	22.8
Osage, OK[2]	41,645	6,161	14.8
Fort Peck, MT	10,595	5,782	54.6
Wind River, WY	21,851	5,676	26.0
Eastern Cherokee, NC	6,527	5,388	82.5
Flathead, MT	21,259	5,130	24.1
Cheyenne River, SD	7,743	5,100	65.9

[1] Total includes reservations and trust lands with less than 5,000 American Indians, Eskimos, and Aleuts. Therefore, details do not add to totals.

[2] The Osage reservation is coextensive with Osage County. Data shown for this reservation are for the entire county.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *1990 Census of Population: General Population Characteristics, American Indian and Alaska Native Areas*, and press release CB92-244. As published in U.S. Department of Commerce, Bureau of the Census, *Statistical Abstract of the United States: 1994*, table 52, p. 50, 1994.

Table S1-5. Tribal population and percent distribution of highest level of educational attainment for persons 25 years and over, by tribe: 1990

Tribe	Total U.S. tribal population	Distribution by highest level of educational attainment										
		Less than 5th grade	5th to 8th grade	9th to 12th grade, no diploma	High school graduate*	Some college	Associate's degree		Bachelor's degree	Master's degree	Professional degree	Doctor's degree
							Occupational	Academic				
							(Percent)					
American Indian	1,040,955	4.5	9.2	20.7	28.9	20.9	3.8	2.7	6.1	2.3	0.7	0.3
Abenaki	938	0.4	14.3	16.7	33.7	21.1	3.1	1.3	5.3	3.0	1.1	**
Alaska Native	695	2.2	8.6	20.9	28.2	16.7	3.9	4.2	11.5	3.9	**	**
Alaskan Athabaskans	7,048	9.4	9.9	15.6	37.6	19.0	1.9	1.6	4.0	0.5	0.3	0.4
Algonquian	1,201	0.7	5.0	18.2	20.9	26.0	5.3	3.9	11.8	5.7	1.4	1.1
Apache	27,717	2.7	8.8	24.7	28.5	21.4	4.0	3.0	4.9	1.3	0.5	0.3
Arapaho	3,340	0.7	6.5	23.9	32.1	18.7	5.9	3.4	4.2	2.2	**	0.7
Arikara	724	1.5	5.4	25.1	20.0	29.1	4.1	1.9	4.8	7.3	**	0.6
Assiniboine	2,915	0.6	7.7	16.9	28.4	26.0	6.1	3.8	6.6	3.0	0.8	**
Bannock	81	**	0.0	23.5	7.4	27.2	**	**	28.4	1.0	**	**
Blackfoot	22,345	1.6	6.3	20.8	27.3	26.6	4.7	3.3	5.8	2.6	0.6	0.4
Brotherton	314	0.6	8.3	14.3	42.0	19.1	4.8	**	4.1	6.1	**	**
Caddo	1,494	0.3	3.5	19.5	30.7	25.8	5.8	2.4	7.8	2.3	0.5	1.3
Cahuilla	577	1.2	3.5	24.6	35.4	26.7	2.4	3.3	1.6	1.0	0.4	**
California tribes	806	0.7	4.0	24.7	31.3	26.2	3.9	1.2	7.3	**	0.7	**
Canadian and Latin American	14,157	9.1	12.6	19.3	22.8	19.5	3.5	2.8	5.0	2.9	1.6	1.0
Catawba	511	2.5	15.5	13.3	38.2	14.1	6.9	1.4	3.1	5.1	**	**
Cayuse	110	**	3.6	34.5	17.3	20.0	9.1	**	9.1	6.4	**	**
Chehalis	135	2.2	14.8	17.8	29.6	3.7	**	**	25.9	**	**	5.9
Chemakuan	342	0.6	4.7	37.4	25.4	29.8	0.9	0.6	0.6	**	**	**
Chemehuevi	292	**	1.0	41.4	27.1	25.0	3.1	1.7	0.7	**	**	**
Cherokee	229,231	2.6	9.1	20.1	28.1	22.4	3.7	2.8	6.9	2.8	0.8	0.5
Cherokee Shawnee	531	2.4	12.4	19.4	27.5	19.6	3.2	2.8	10.2	2.5	**	**
Cheyenne	5,480	1.6	7.8	21.1	27.7	28.4	2.8	3.6	4.7	1.8	0.3	0.2
Cheyenne-Arapaho,	936	1.3	1.1	22.2	32.6	27.0	7.6	1.9	5.6	0.3	0.4	**
Chickahominy	663	3.2	7.5	27.8	29.7	17.0	0.6	2.7	11.5	**	**	**
Chickasaw	12,631	2.1	5.7	18.0	27.5	26.1	4.0	2.1	9.6	3.5	1.3	0.2
Chinook	561	**	7.3	15.5	40.1	26.2	0.7	1.3	6.8	1.6	0.5	**
Chippewa	54,804	1.6	8.2	20.6	31.8	21.8	5.0	2.8	6.1	1.6	0.4	0.2
Chitimacha	299	8.4	13.0	12.4	48.5	9.7	2.0	**	6.0	**	**	**
Choctaw	49,128	3.6	8.1	18.1	28.6	22.2	3.5	2.8	8.4	3.4	1.1	0.5
Chumash	1,861	1.7	8.1	25.9	27.1	26.8	2.3	2.8	4.6	0.7	**	**
Coeur d'Alene	465	1.9	9.5	24.7	21.9	25.8	5.2	3.2	2.4	5.4	**	**
Coharie	745	4.2	7.2	27.1	34.8	9.8	7.4	0.3	5.4	3.9	**	**
Colorado River	694	3.9	8.9	18.6	33.3	28.4	3.5	1.4	2.0	**	**	**
Colville	3,548	1.5	8.7	16.3	33.7	22.9	5.3	2.6	7.1	1.3	0.5	0.1
Comanche	6,560	1.9	4.7	19.3	28.8	24.3	3.9	3.0	8.3	4.5	1.0	0.4
Coos	125	**	**	5.6	49.6	29.6	4.8	5.6	4.8	**	**	**
Coquilles	224	**	4.5	25.9	20.1	18.3	0.9	1.8	21.4	7.1	**	**
Costanoan	545	2.9	11.4	24.4	19.8	22.2	5.0	**	11.6	1.5	1.3	**
Coushatta	633	3.8	11.1	20.9	31.8	16.7	1.3	5.7	7.1	1.7	**	**
Cowlitz	548	**	10.6	8.2	42.5	23.4	2.7	1.6	8.4	1.1	**	1.5
Cree	4,334	2.1	8.7	18.3	25.4	26.4	4.0	3.6	7.9	2.5	0.7	0.5
Creek	25,182	2.3	6.2	18.3	30.5	22.7	3.9	3.4	8.4	3.4	0.7	0.3
Croatan	131	13.7	6.1	13.7	24.4	24.4	3.1	**	14.5	**	**	**

Table S1-5. Tribal population and percent distribution of highest level of educational attainment for persons 25 years and over, by tribe: 1990 (continued)

Tribe	Total U.S. tribal population	Distribution by highest level of educational attainment										
		Less than 5th grade	5th to 8th grade	9th to 12th grade, no diploma	High school graduate*	Some college	Associate's degree		Bachelor's degree	Master's degree	Professional degree	Doctor's degree
							Occupational	Academic				
							(Percent)					
Crow	4,535	1.3	7.6	20.9	23.7	29.7	3.9	2.1	7.4	2.1	0.8	0.6
Cupeno	167	**	3.0	37.7	28.7	28.7	**	1.8	**	**	**	**
Delaware	5,931	0.9	5.7	17.2	31.7	21.6	2.7	3.2	11.3	4.7	0.5	0.7
Diegueno	1,256	2.3	8.1	31.1	25.2	23.9	2.5	4.4	2.1	0.4	**	**
Eastern tribes	2,396	5.3	12.1	20.3	28.5	19.4	3.5	2.0	5.3	2.4	0.6	0.7
Fort Berthold	687	2.2	8.3	13.1	27.4	30.1	4.4	2.0	9.8	2.2	0.6	**
Fort Hall	1,591	1.7	9.2	24.1	34.3	19.9	7.2	1.7	1.6	0.4	**	**
Gabrieleno	372	**	3.2	27.2	22.3	19.6	4.3	12.9	5.4	5.1	**	**
Gila River	662	**	14.0	27.2	31.9	17.4	3.5	1.1	2.6	2.4	**	**
Grand Ronde	670	2.1	4.6	28.4	31.3	23.3	2.5	1.3	5.4	1.1	**	**
Gros Ventres	1,383	1.0	10.3	17.1	31.2	21.3	4.8	4.6	6.4	1.7	1.5	**
Haida	945	0.2	5.3	18.4	29.5	29.6	6.2	2.5	3.6	2.9	1.0	0.7
Haliwa	1,597	9.1	19.8	28.4	22.9	11.9	3.1	2.3	1.4	1.1	**	**
Hidatsa	708	**	3.4	9.5	22.5	32.3	7.1	7.8	15.4	2.1	**	**
Hoopa	1,180	0.8	3.5	28.1	34.1	20.1	2.3	4.0	4.5	2.2	0.5	**
Houma	3,634	21.0	30.6	18.3	19.5	7.6	1.1	0.5	1.1	0.2	0.2	**
Iowa	842	0.8	6.7	15.1	35.7	21.1	5.9	2.6	7.7	1.1	3.2	**
Iroquois	30,882	1.6	8.9	17.7	30.8	22.6	4.0	3.2	7.0	2.8	0.9	0.6
Juaneno	928	2.6	2.4	26.4	25.9	22.8	8.6	2.7	6.8	1.5	**	0.3
Kalispel	82	2.4	12.2	12.2	32.9	28.1	**	**	12.2	**	**	**
Karok	1,704	0.9	6.9	18.9	33.4	24.2	3.3	3.5	6.6	1.1	0.7	0.5
Kaw	728	**	3.4	16.2	26.5	27.5	4.5	1.5	10.2	5.4	4.0	0.8
Kickapoo	1,727	10.7	4.5	15.9	31.2	21.5	3.6	3.0	6.0	3.1	0.1	0.4
Kiowa	4,692	1.1	2.6	17.1	30.7	27.3	2.8	4.2	9.2	4.0	0.5	0.4
Klallam	797	0.8	7.7	28.6	33.1	22.0	1.0	0.9	5.1	0.9	**	**
Klamath	1,461	1.2	5.3	23.7	35.0	20.3	4.4	1.9	6.0	0.8	1.0	0.4
Konkow	212	9.9	16.5	33.0	25.5	13.7	**	**	**	1.4	**	**
Kootenai	378	2.4	4.0	13.5	42.9	22.0	5.6	1.9	6.3	**	**	1.6
Long Island	261	**	**	26.4	19.9	25.3	3.8	1.2	13.8	3.8	5.7	**
Luiseno	1,479	1.0	4.8	21.0	29.3	21.4	4.7	7.3	7.9	1.8	**	0.9
Lumbee	27,343	7.0	15.4	26.1	26.4	11.7	2.8	1.3	6.9	1.9	0.4	0.2
Lummi	1,435	0.6	11.7	22.7	30.7	21.8	2.8	2.6	5.8	1.3	**	**
Maidu	1,210	2.6	6.1	25.0	25.7	25.0	6.3	4.1	2.1	2.9	0.2	**
Makah	754	0.5	11.3	21.6	30.4	20.6	3.2	1.1	6.8	2.4	1.5	0.8
Maliseet	463	0.4	14.5	14.0	43.4	7.1	1.7	2.8	12.7	1.1	2.2	**
Mandan	607	**	6.6	16.0	25.9	28.3	3.3	6.6	4.9	5.4	3.0	**
Mattaponi	311	3.2	13.5	16.1	21.9	14.8	9.0	4.8	10.6	6.1	**	**
Menominee	4,026	1.9	7.5	24.2	36.2	19.5	3.1	2.4	4.0	0.8	0.1	0.3
Miami	2,505	0.2	3.3	14.6	36.4	21.4	5.3	3.6	8.8	4.1	2.0	0.4
Miccosukee	150	25.3	23.3	22.7	10.7	12.7	**	1.3	**	**	4.0	**
Micmac	1,487	2.6	11.2	17.2	28.0	22.8	2.8	2.6	9.2	2.6	0.1	0.8
Mission Indians	1,399	1.3	9.6	20.9	34.0	21.6	2.3	2.6	4.2	2.7	0.8	**
Miwok	1,818	1.0	7.6	32.1	28.1	20.1	3.6	1.2	5.2	0.6	0.4	**
Modoc	297	0.7	3.4	15.8	30.0	23.9	9.4	3.7	8.8	4.4	**	**

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Table S1-5. Tribal population and percent distribution of highest level of educational attainment for persons 25 years and over, by tribe: 1990 (continued)

Tribe	Total U.S. tribal population	Distribution by highest level of educational attainment										
							Associate's degree					
		Less than 5th grade	5th to 8th grade	9th to 12th grade, no diploma	High school graduate*	Some college	Occupational	Academic	Bachelor's degree	Master's degree	Professional degree	Doctor's degree
							(Percent)					
Mohegan	696	0.1	4.6	20.1	36.6	25.7	**	1.0	8.0	1.3	1.3	1.1
Mono	894	1.3	6.6	29.8	26.1	24.3	4.3	3.4	4.1	0.2	**	**
Nanticoke	1,054	0.9	18.7	15.7	30.6	15.9	1.9	0.8	10.8	4.0	**	0.7
Narragansett	1,474	2.3	9.4	20.2	32.0	20.9	4.7	2.4	6.3	0.7	**	1.0
Navajo	100,594	17.1	11.2	20.8	26.1	15.2	3.3	1.9	3.1	1.2	0.2	0.1
Nez Perce	2,179	1.5	7.4	14.0	24.8	30.8	5.0	4.6	7.1	3.2	1.1	0.5
Nomalaki	171	**	8.8	38.6	22.8	19.3	4.1	**	6.4	**	**	**
Northwest tribes	529	1.5	3.2	39.1	26.3	19.8	1.1	3.8	3.8	**	1.3	**
Omaha	1,920	1.6	9.4	22.8	29.0	22.6	4.2	5.2	3.2	1.2	0.8	0.1
Oregon Athabaskan	165	**	3.0	12.1	50.9	21.2	**	**	12.7	**	**	**
Osage	6,212	0.4	2.7	10.2	27.1	29.7	3.6	4.2	14.6	6.0	0.9	0.6
Otoe-Missouria	918	0.2	4.1	21.8	29.4	22.4	2.0	5.4	12.0	1.7	0.9	**
Ottawa	4,245	0.9	7.2	21.8	32.5	23.5	3.1	2.8	5.5	2.1	0.4	0.2
Paiute	5,773	2.0	6.9	24.8	33.5	20.3	4.5	2.6	3.9	0.9	0.4	0.1
Pamunkey	264	1.9	6.4	10.6	25.0	19.3	7.6	2.7	9.5	11.0	6.1	**
Passamaquoddy	1,167	0.5	11.8	14.1	39.1	18.9	6.2	4.5	2.7	2.3	**	**
Pawnee	1,996	0.8	2.3	15.7	24.5	30.3	5.7	3.5	12.3	3.6	1.2	0.3
Penobscot	1,581	1.5	5.4	13.2	35.1	20.7	4.8	2.6	11.3	5.2	0.2	**
Peoria	765	**	4.2	13.9	38.0	23.7	2.5	3.5	10.8	2.2	1.2	**
Pequot	431	**	7.0	23.9	36.0	19.0	3.9	1.9	2.8	4.2	1.4	**
Pima	6,621	2.2	14.4	36.0	28.7	13.3	1.4	1.3	1.9	0.8	0.1	**
Piscataway	443	2.5	5.9	21.2	32.7	21.4	2.9	2.5	7.0	3.8	**	**
Pit River	838	3.5	5.3	27.0	28.0	29.2	3.2	2.1	1.7	**	**	**
Pomo	2,393	3.2	7.5	30.3	27.3	25.2	1.8	2.3	2.1	0.3	**	**
Ponca	1,385	1.6	6.7	27.7	32.1	17.1	7.7	1.2	4.3	1.0	0.7	**
Potawatomi	9,428	0.7	6.4	16.4	32.9	22.4	4.5	2.6	9.3	3.4	1.2	0.2
Powhatan	469	2.3	4.5	13.6	25.6	19.0	9.4	4.1	8.1	7.9	5.5	**
Pueblo	28,597	2.6	7.2	18.8	36.1	20.5	4.8	2.8	5.1	1.7	0.4	0.1
Puget Sound Salish	5,266	0.7	10.1	20.0	31.3	24.2	3.0	3.0	5.1	2.1	0.2	0.3
Quapaw	783	0.5	2.8	15.3	33.3	21.7	3.4	3.6	11.9	2.8	1.2	3.5
Quinault	1,246	0.2	10.7	23.3	28.9	24.7	3.5	2.4	3.5	2.3	0.5	**
Rappahannock	245	6.5	28.6	18.4	22.4	10.6	2.9	2.9	4.5	3.3	**	**
Sac and Fox	2,686	1.4	6.3	17.8	35.5	24.3	3.1	2.3	6.2	2.1	0.4	0.6
Salinan	179	**	11.2	50.3	15.6	18.4	**	4.5	**	**	**	**
Salish	2,743	1.7	8.9	16.7	28.9	24.3	6.6	3.2	6.9	0.8	1.8	0.2
Salish and Kootenai	1,321	2.2	7.3	13.8	34.7	25.1	4.0	3.7	6.9	2.2	0.1	0.2
Schaghticoke	114	8.8	6.1	24.6	29.8	21.1	**	**	9.6	**	**	**
Seminole	8,319	4.9	6.5	18.1	28.5	22.8	4.3	3.7	7.8	2.3	0.6	0.5
Serrano	111	**	7.2	42.3	21.6	27.0	**	1.8	**	**	**	**
Shasta	435	**	4.1	12.2	26.9	46.0	2.3	**	6.4	0.7	1.4	**
Shawnee	3,787	1.0	6.7	19.2	25.6	23.9	6.3	4.7	7.6	3.0	0.6	1.4
Shinnecock	1,087	0.5	2.9	22.4	35.0	16.4	4.8	2.2	9.4	4.9	0.9	0.7
Shoshone	5,180	2.1	7.6	22.4	28.7	24.4	3.5	2.5	6.0	2.2	0.5	0.2
Shoshone Paiute	1,062	1.5	5.9	16.0	35.6	26.0	5.6	5.2	2.9	0.4	0.8	**
Siletz	804	**	4.4	18.3	39.4	26.0	10.1	0.6	1.0	0.3	**	**

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Table S1-5. Tribal population and percent distribution of highest level of educational attainment for persons 25 years and over, by tribe: 1990 (continued)

Tribe	Total U.S. tribal population	Distribution by highest level of educational attainment										
		Less than 5th grade	5th to 8th grade	9th to 12th grade, no diploma	High school graduate*	Some college	Associate's degree		Bachelor's degree	Master's degree	Professional degree	Doctor's degree
							Occupational	Academic				
		(Percent)										
Sioux	51,014	1.4	8.2	20.7	29.7	23.5	4.5	3.2	5.9	2.0	0.7	0.3
Siuslaw	--	--	--	--	--	--	--	--	--	--	--	--
Spokane	1,050	3.5	5.8	17.5	32.1	21.1	7.4	1.0	7.2	2.0	0.4	1.8
Stockbridge	1,385	0.9	10.2	18.3	30.3	24.9	5.6	2.5	5.6	**	0.1	0.1
Tlingit	7,382	2.2	6.8	17.7	36.5	23.2	4.4	2.5	5.0	1.1	0.5	**
Tohono O'Odham	8,043	9.4	14.4	22.8	38.4	11.3	1.4	1.2	0.9	0.4	**	**
Tolowa	200	2.0	2.0	13.5	34.0	17.5	4.0	3.5	23.5	**	**	**
Tonkawa	138	**	21.7	23.9	32.6	7.2	1.5	2.9	2.2	8.0	**	**
Tsimshian	1,180	1.1	5.2	15.2	43.2	25.1	2.6	0.3	4.8	1.3	1.2	**
Umatilla	695	**	4.3	17.8	32.8	27.5	7.1	4.3	4.9	**	0.9	0.4
Umpqua	306	1.0	2.6	28.4	33.0	26.5	4.3	**	2.6	1.6	**	**
Ute	3,616	3.7	6.5	27.1	29.6	22.0	4.0	1.6	3.7	0.9	0.6	0.2
Wailaki	732	0.4	9.2	23.1	24.7	19.8	5.6	7.1	9.4	**	0.7	**
Walla-Walla	146	**	4.8	10.3	52.1	17.1	3.4	2.1	2.1	4.1	**	4.1
Wampanoag	1,480	0.8	9.9	14.3	36.6	19.3	2.4	1.6	8.1	5.1	0.4	1.6
Warm Springs	972	2.3	7.5	28.8	32.1	23.0	1.4	2.0	1.3	1.5	**	**
Washo	850	0.6	8.6	26.6	30.4	23.4	1.1	**	6.7	0.9	**	**
Wichita	495	**	5.7	17.8	28.3	29.9	**	**	7.3	4.2	1.4	**
Winnebago	3,146	1.3	6.7	15.8	30.7	26.9	5.4	3.6	5.4	3.2	0.4	0.6
Wintu	1,373	0.7	5.3	22.0	36.2	22.3	5.5	4.4	2.4	1.2	**	**
Wiyot	302	**	2.0	28.5	30.1	30.8	2.7	5.0	1.0	**	**	**
Yakima	3,780	1.6	8.4	23.6	32.3	20.3	3.5	2.3	5.6	1.9	0.5	**
Yaqui	4,746	7.4	20.5	23.5	22.2	17.4	2.2	2.4	2.9	1.0	0.3	0.1
Yavapai Apache	232	1.3	7.3	32.3	20.3	26.3	3.4	6.9	2.2	**	**	**
Yokuts	1,379	2.7	10.4	29.7	26.5	20.1	3.0	2.8	2.8	2.0	**	**
Yuchi	241	**	7.1	7.9	24.1	34.4	4.2	7.5	8.7	6.2	**	**
Yuman	3,683	3.6	8.4	27.0	31.3	21.2	2.7	1.3	3.4	0.8	0.3	**
Yurok	2,280	0.3	6.5	24.9	30.4	21.2	3.8	3.7	6.8	2.5	**	**
Other specified tribes	--	--	--	--	--	--	--	--	--	--	--	--
Tribe not specified	12,483	7.0	11.4	21.0	25.9	18.6	2.2	3.3	6.2	3.1	1.0	0.4
Tribe not reported	105,183	6.0	11.7	23.4	27.2	17.5	3.3	2.2	5.6	1.9	0.8	0.4

*Includes high school graduates and GED recipients

** Less than 0.1 percent

-- Not available

NOTE: Data were included only for selected tribes reporting at least 100 members. The data presented in this table are based on the totals prepared by the U.S. Bureau of the Census. Details do not add to the overall total presented for all tribes. Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Commerce, Bureau of the Census, 1990 decennial census. As published in *1990 Census of Population: Characteristics of American Indians by Tribe and Language*, table 4, pp. 95-150, 1994.

2

American Indian and Alaska Native Access to Postsecondary Education

"The history of educating American Indian and Alaska Native youth dates back to a time when every child was identified as gifted and talented. All members of the ***community*** *were recognized and trained as teachers. Respected elders who understood the needs of the* ***community*** *administered the process to pass on vital knowledge from one generation to the next so that the youth might prosper and lead productive adult lives. It was a time when the* ***community*** *conveyed the highest hopes and aspirations to all the youth. That is our vision of educating American Indians and Alaska Natives today."*

1997 Vision Statement
College of Education
Washington State University

Within the last 25 to 30 years, the Indian self-determination and self-governance movement has made measurable progress to increase the number of Native American[1] students who enter into and graduate from postsecondary institutions.[2] These improvements have come as a result of national efforts to diversify colleges and universities,[3] and specific initiatives intended to serve the Native community.[4] At the local level, specific local educational initiatives have resulted in Native communities exercising more influence over the mission and scope of the educational system and, in union with the higher education community, to advance the postsecondary recruitment and retention of American Indian and Alaska Native students.

To evaluate these collaborations, it is important to measure the success of American Indian and Alaska Native students in enrolling and achieving in the postsecondary arena and to establish a benchmark for monitoring their future progress. This chapter examines the current status of Native American access to higher education using data on such precollege student attributes as college admission test scores, core curriculum course completion, college admissions criteria, and undergraduate student risk factors. It is the first in a series of chapters that presents an overview of Native American participation and achievement in postsecondary education.

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[1] The terms "Native Americans" and "American Indian and Alaska Native" are used interchangeably throughout this chapter.

[2] See chapters 2 and 3 for additional details.

[3] C.I. Bennett, *Research on Racial Issues in American Higher Education*, 1995; M.J. Justiz (Ed.), *Minorities in Higher Education*, 1994; R.C. Richardson, Jr. and E.F. Skinner, *Achieving Quality and Diversity: Universities in a Multicultural Society*, 1990; and C.L. Shorn, Minority Access to Higher Education: "The Precollegiate Response to Minority Economic and Social Enhancement," *Journal of College Admission*, Volume 132, pp. 16-20, 1991.

[4] Indian Nations At Risk Task Force, "Indian Nations at Risk, Summary of Issues and Recommendations from Regional Hearings," *Journal of American Indian Education*, 30(2), pp. 1-15, 1990, and Native Education Initiative of the Regional Educational Labs, *Promising Programs in Native Education*, 1995.

HIGHLIGHTS

- High school graduation rates for American Indian and Alaska Native students increased from 56 percent in 1980 to 66 percent in 1990. Overall, rates increased from 67 percent to 75 percent (figure 2-1).
- In 1993-94, 86 percent of seniors enrolled in Bureau of Indian Affairs (BIA)/tribal schools graduated (figure 2-2).
- Among high school seniors attending BIA/tribal schools in 1993-94, 47 percent applied to college (figure 2-3).
- Completion of a recommended college preparatory curriculum by Native American high school graduates increased from 6 percent to 31 percent from 1982 to 1992. Among all high school graduates, completions in that same period rose from 13 percent to 47 percent (figure 2-4).
- Between 1976 and 1995, American Indian median SAT scores increased by 42 points. Overall, median ACT scores increased by only 7 points (figure 2-5).
- In 1992, most Native American college-bound high school graduates failed to meet all five criteria used to assess student competitiveness in the college admissions process (table 2-2).
- Among Native American undergraduates, 35 percent faced four or more risk factors that threatened their ability to enroll in a postsecondary institution and ultimately complete a degree (summary table S2-1).

SOURCES OF DATA

The following data sources are used in this chapter: (1) the NCES "Schools and Staffing Survey" (SASS); (2) the College Entrance Examination Board's Standard Admission Test (SAT) scores; (3) the American College Testing Program's American College Test (ACT) scores; (4) the NCES National Education Longitudinal Study of 1988 (NELS:88): Second Follow-up conducted in 1992; and (5) the NCES National Postsecondary Student Aid Study (NPSAS:93). In addition, data were also taken from the NCES's High School and Beyond Transcript Study, 1990 NAEP High

School Transcript Studies, and the U.S. Department of Commerce, Bureau of the Census, 1990 Decennial Census.

Schools and Staffing Survey. The Schools and Staffing Survey (SASS) is a periodic survey of school districts, schools, principals, teachers, and students that is sponsored by NCES. Data are collected on school and teacher characteristics, school operations, programs and policies, teacher supply and demand, and educator attitudes and opinions about education and their schools. The data were analyzed in terms of three "Indian school types." BIA/tribal schools are those which are funded by the BIA and operated by that agency or by a tribal organization under BIA grant or contract. High Indian enrollment schools are public schools where American Indian and Alaska Native students compose at least 25 percent of the enrollment. Low Indian enrollment schools are public schools where American Indian and Alaska Native students compose less than 25 percent of the enrollment.

The survey was first conducted in 1987-88. Two additional SASS cycles were completed in 1990-91 and 1993-94. During the 1990-91 cycle, an Indian supplement was added that sampled schools established to serve Indian students as well as public schools enrolling high percentages of Indian students. During the 1993-94 cycle, separate data collection instruments were added for Indian school principals and Indian school teachers. A student records questionnaire was also added. The 1993-94 survey cycle included a sample of 5,095 public school students and 602 BIA/tribal school students.

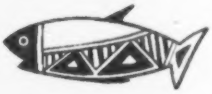
College standardized admission examinations. The College Entrance Examination Board and the American College Testing Program administer the SAT and ACT, respectively, to potential college applicants. These test results are used by many colleges to evaluate potential students for admission. SAT scores range from 200 to 800 on both a verbal section and a mathematics section. Thus, total scores range from 400 to 1,600. On the ACT, students receive a score from 1 to 36. Test results are aggregated and reported by racial/ethnic group for both examinations.

The National Education Longitudinal Study of 1988 (NELS:88). NELS:88 follows a cohort of eighth-grade students as they enter high school, enroll in postsecondary education, and enter the labor market. It examines how school policies, teacher activities, and family involvement affect student outcomes such as academic achievement and persistence. The second followup study was conducted in 1992. The survey included students, dropouts, parents, teachers, and school principals. Data on student transcripts, course offerings, and enrollment were also collected.

The National Postsecondary Student Aid Survey (NPSAS). NPSAS is a comprehensive study of how students and their families finance postsecondary education. These students attend institutions at all levels including less-than-2-year schools, 2- to 3-year schools, 4-year colleges, and major universities. As the first comprehensive financial aid database, NPSAS includes nationally representative samples of undergraduates, graduates, and first-professional students. Study participants include both aided and nonaided students (and their families). In addition to collecting data on sources of aid, NPSAS collects detailed information on student and family characteristics.

The survey was first conducted in 1986-87. Two additional NPSAS cycles were completed in 1989-90 and 1992-93. The 1992-93 survey included a stratified sample of approximately 66,000 students from about 1,100 institutions. The majority of these students (52,000) were undergraduates. The response rate for the 1992-93 survey was about 85 percent.

ACCESS TO POSTSECONDARY EDUCATION



Before enrolling in institutions of higher education (IHEs), students usually must complete high school (or earn a General Equivalency Diploma (GED)) and take a standardized entrance exam such as the SAT or the ACT. Scores on these tests, as well as students' coursework, GPA, and extracurricular activities, are then examined by college admissions staffs. Although Native Americans continue to lag behind national averages in each of these measures, they have made improvements in many areas since the 1970s.

HIGH SCHOOL GRADUATION RATES

This section examines overall high school graduation rates as well as graduation rates by the type of school the student attended. It also looks at the college application rates of high school seniors.

Overall graduation rates. The percentage of American Indian and Alaska Native students completing their high school education rose from 56 percent in 1980 to 66 percent in 1990 (figure 2-1). During the same time period, the percentage of high school graduates in the total population increased from 67 percent to 75 percent. In 1990, 39 percent of the American Indian, Eskimo, and Aleut population was under the age of 20 compared with 29 percent of the total U.S. population.[5] This increase in high school graduation rates, coupled with current Native American demographics, may be an indicator that more American Indian and Alaska Native students will be candidates for postsecondary enrollment in the ensuing decades.

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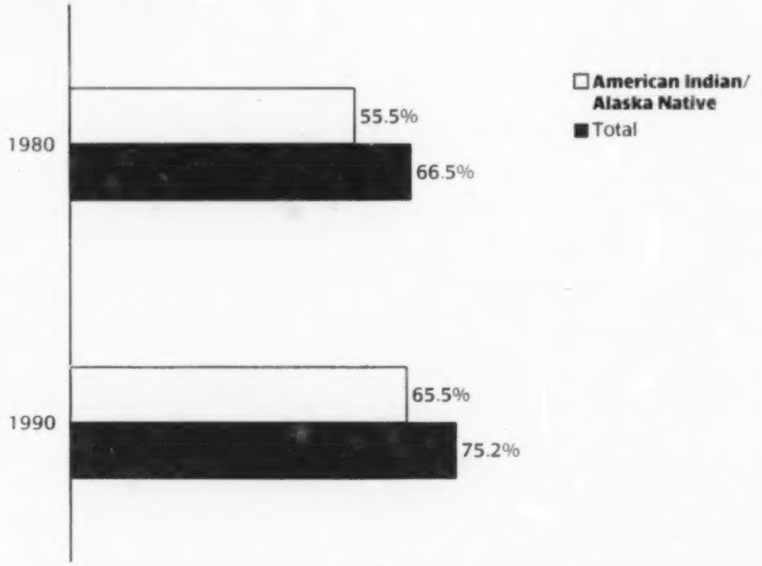
[5] U.S. Department of Commerce, Bureau of the Census, *General Population Characteristics: 1990.*

Figure 2-1

High school completion rates for American Indian and Alaska Native population and total population, 25 years and older: 1980 and 1990



SOURCE: U.S. Department of Commerce, Bureau of the Census, *General and Social Economic Characteristics: 1980*, figure 11, pp. 1-10, and table 123, pp. 1-98, 1983; and Bureau of the Census, *Education in the United States: 1990*, table 1, pp. 1 and 7, 1994.

Graduation rates by school type. Many Native American secondary students have attended schools in which they constitute a significant proportion of the population. In 1993-94, almost one-half (47 percent) of American Indian and Alaska Native students attended BIA/tribal schools or "high Indian enrollment schools" (i.e., those with enrollments that are 25 percent or more Native American).[6] At the 170 BIA/tribal schools, almost the entire student body (98 percent) was American Indian or Alaska Native (41,900 of 42,800), whereas at the 1,244 high Indian enrollment schools, 57 percent of the students were Native Americans (table 2-1). These figures are similar to those from 1990-91, the first year that SASS included an Indian supplement (data not shown).[7] Since access to college may be affected by the type of high school attended, it is important to look at characteristics of BIA/tribal schools, schools with high Indian enrollment, and those with low Indian enrollment.

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[6] U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey," 1993-94. As published in NCES, *Characteristics of American Indian and Alaska Native Education: Results from the 1990-91 and 1993-94 Schools and Staffing Surveys*, 1997.

Table 2-1

American Indian and Alaska Native public school enrollment and total public school enrollment, by school type: 1993-94

School type	Total enrollment	**American Indian/Alaska Native**	
		Total	**Percent**
Total	41,660,923	**491,939**	**1.2**
BIA/tribal schools	42,759	**41,911**	**98.0**
High Indian enrollment schools	326,472	**187,365**	**57.4**
Low Indian enrollment schools	41,291,692	**262,663**	**0.6**

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey," 1993-94. As published in NCES, *Characteristics of American Indian and Alaska Native Education: Results from the 1990-91 and 1993-94 Schools and Staffing Surveys*, table 1, p. 8, and figure 1, p. 9, 1997.

In 1990-91, BIA/tribal schools reported that 82 percent of their 1989-90 seniors had graduated; in 1993-94, the percentage of 1992-93 seniors graduating was 86 percent (figure 2-2). Graduation rates at high Indian enrollment schools were 91 percent for both years, and graduation rates at low Indian enrollment schools were 94 percent for 1989-90 seniors and 91 percent for 1992-93 seniors.

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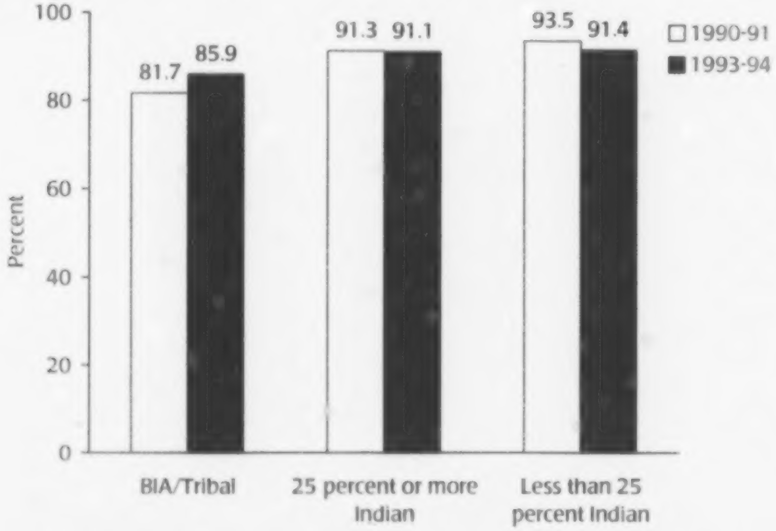
[7] U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey," 1993-94. As published in NCES, *Characteristics of American Indian and Alaska Native Education: Results from the 1990-91 Schools and Staffing Surveys*, 1995.

Figure 2-2

Trends in high school graduation rates for seniors, by Indian school type: 1990-91 and 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey," 1990-91 and 1993-94 (Indian and Public School Questionnaires). As published in NCES, *Characteristics of American Indian and Alaska Native Education: Results from the 1990-91 and 1993-94 Schools and Staffing Surveys*, figure 25, p. 52.

College application rates. The percentage of high school seniors applying to college rose from 1990-91 to 1993-94 at BIA/tribal schools and public schools with low Indian enrollment (figure 2-3). In 1990-91, about one-third of seniors in BIA/tribal schools applied to college. Three years later, 47 percent of seniors applied to college. At public schools with high Indian enrollment, there was not a significant change in application rates from 1990-91 to 1993-94.[8]

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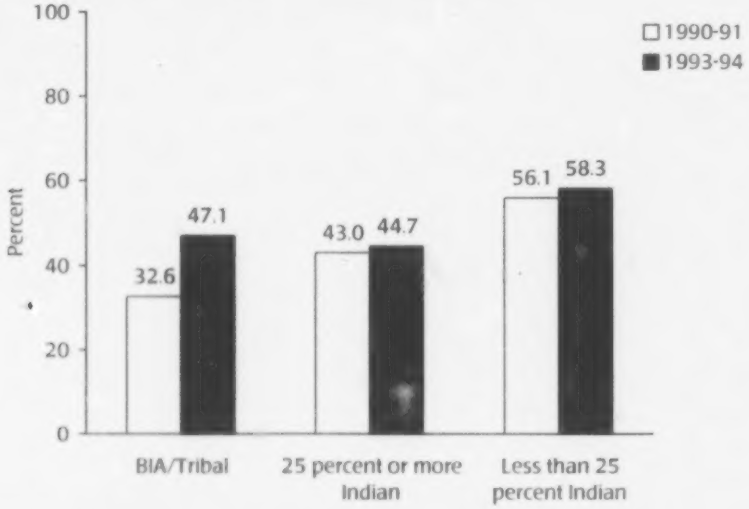
[8] D. Michael Pavel and Thomas R. Curtin, *Characteristics of American Indian and Alaska Native Education: Results from the 1990-91 and 1993-94 Schools and Staffing Surveys*, p. 51, 1997.

Figure 2-3

Trends in college application rates for seniors, by Indian school type: 1990-91 and 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey," 1990-91 and 1993-94 (Indian and Public School Questionnaires). As published in NCES, *Characteristics of American Indian and Alaska Native Education: Results from the 1990-91 and 1993-94 Schools and Staffing Surveys*, figure 26, p. 53.

COLLEGE ADMISSION CRITERIA

College admission criteria vary by institution, but many postsecondary institutions expect students to complete college preparatory coursework and to take either the SAT or ACT exam. Student scores on these standardized exams, as well as student GPA, coursework, and participation in extracurricular activities, are often key factors in determining whether a student will be offered admission to the institution of his or her choosing.

Core curriculum completion. In 1983, the National Commission on Excellence in Education, recommended that high school students complete 4 units of English; 3 units each of science, social studies, and mathematics; and 0.5 units of computer science. An increasing number of American Indian and Alaska Native students are graduating from high school having met most of these criteria (figure 2-4).[9] From 1982 to

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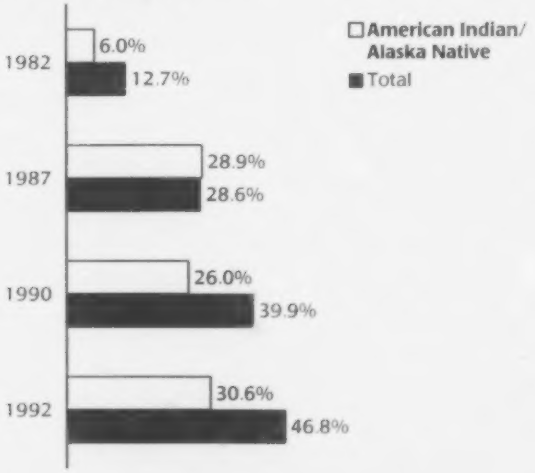
[9] Figure 2-2 does not include the completion of 0.5 units of computer science.

1990, the percentage of American Indian and Alaska Native high school graduates completing a recommended college preparatory curriculum more than quadrupled. Over the same period, the national rate of precollege curriculum completions increased from 13 percent to 47 percent.

Figure 2-4

Core curriculum course completion for high school graduates, by race/ethnicity: 1982, 1987, 1990, and 1992



NOTE: The core curriculum includes four credits in English, three in science, three in mathematics, three in social studies, and two in foreign language.

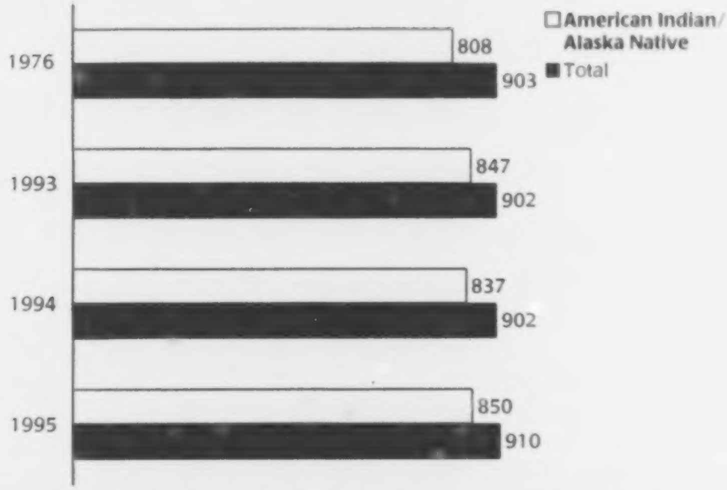
SOURCE: U.S. Department of Education, National Center for Education Statistics, "High School and Beyond Transcript Study"; "1987 and 1990 NAEP High School Transcript Studies"; and "National Education Longitudinal Study Transcripts, 1992". As published in NCES, *The Condition of Education, 1995*, p. 78, 1995.

In 1987, the percentage of Native American students completing the core curriculum equaled the national average at 29 percent (figure 2-4). Three years later, however, core curriculum completions by high school graduates nationwide had reached 40 percent while there was no improvement in core curriculum completions by American Indian and Alaska Native high school graduates. From 1990 to 1992 the growth in college preparatory coursework completion for Native Americans was 18 percent, nearly identical to the 17 percent increase in core curriculum completions reported for high school graduates nationwide during this time period. Despite this positive trend, in 1990 and 1992, the percentage of American Indians and Alaska Natives who completed this curriculum was far below the national average.

SAT and ACT scores. The SAT and ACT exams are generally taken by students interested in attending college. Not all high school students elect to take the exams, and not all postsecondary institutions require students to take these exams to be considered for admission. Average SAT scores among American Indians and Alaska Natives electing to take the exam have increased over the past 20 years. In 1976, American Indians had an average combined verbal and mathematics score of 808 on the SAT exam (figure 2-5). By 1995, their average score had reached its highest level at 850 points, a 42 point increase over their 1976 scores. Nationwide, average SAT scores increased only 7 points over the same time period.[10] Native American performance on the ACT has also showed improvement in recent years. The average American Indian and Alaska Native ACT score increased by 0.5 points from 1993 to 1995 to a high score of 18.6, while the national average ACT score increased 0.2 points (figure 2-6).

Figure 2-5

Combined verbal and mathematics SAT scores, by race/ethnicity: Selected years, 1976, 1993, 1994, and 1995



NOTE: The scale for both the verbal and the mathematics portions of the SAT ranges from 200 to 800; thus producing a combined score ranging from 400 to 1,600.

SOURCE: College Entrance Examination Board, *National Report on College Bound Seniors*, various years (copyright © 1994 by College Entrance Examination Board. All rights reserved.). As published in U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics: 1996*, table 126, p. 127, 1996.

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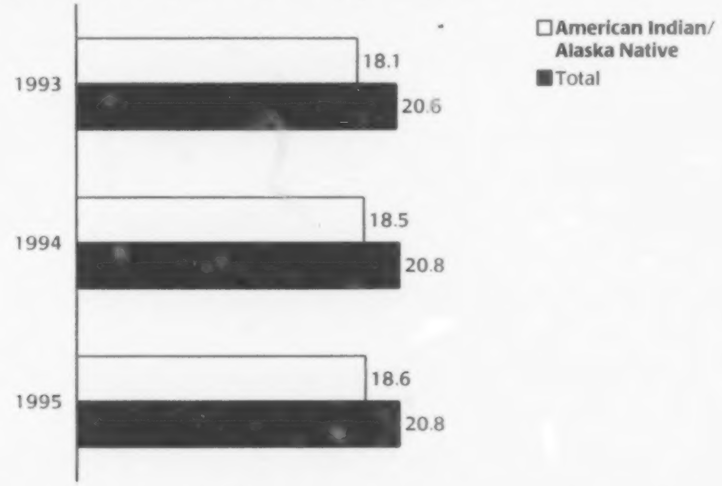
[10] U.S. Department of Education, National Center for Education Statistics, *Condition of Education: 1995*, p. 68, 1995.

Figure 2-6
ACT scores, by race/ethnicity: 1993-95



NOTE: The American College Testing Program's ACT assessment is scored on a scale ranging from 1 to 36.

SOURCE: American College Testing Program, *High School Profile Report*, various years. As published in *Chronicle of Higher Education: Almanac Issue*, p. 11, August 25, 1993; p. 13, September 1, 1994; and p. 12, September 1, 1995.

College admissions criteria. Using NELS:88 data, NCES analyzed a sample of 1992 college-bound high school graduates on the basis of five criteria to assess their competitiveness for the college admissions process: core curriculum completion, entrance examination scores, GPA, participation in extracurricular activities, and positive teacher comments (table 2-1).

- Only 2 percent of college-bound American Indian and Alaska Native high school graduates had a combined SAT score of 1,100 or better compared with 22 percent of all college-bound high school graduates.
- Twenty-four percent of American Indian and Alaska Native college-bound high school graduates completed a college preparatory curriculum[11] compared with 56 percent of all college-bound high school graduates.

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[11] This curriculum is identical to the core curriculum previously discussed, but the analysis is limited to college-bound high school graduates. Once again, the curriculum does not include the 0.5 credits in computer science recommended by the National Commission on Excellence in Education.

- Only 5 percent of American Indian and Alaska Native students had a GPA of 3.5 or higher. Nationwide, 19 percent of all college-bound high school graduates had at least a 3.5 grade point average.

- While no American Indian or Alaska Native college-bound high school graduates in the sample met all five criteria identified as being important to college admissions officers, nationwide only 6 percent of all college-bound high school graduates did so.

Table 2-2

Percent of college-bound high school graduates classified as meeting each of five specified criteria identified as being important to college admissions officers, by race/ethnicity: 1992

Race/ethnicity	GPA ≥ 3.5[1]	SAT ≥ 1,100[2]	College preparation curriculum[3]	Teacher comments[4]	2 or more extra-curriculars[5]	Meet all 5 criteria
Total	19.2	22.0	55.5	42.1	67.7	5.9
American Indian/ Alaska Native	**5.3**	**2.2**	**23.6**	**25.7**	**57.5**	**0.0**
Asian	29.3	27.7	59.5	48.7	68.0	8.8
Black	4.1	2.6	55.6	39.8	67.6	0.4
Hispanic	10.3	8.0	47.0	40.8	63.2	2.5
White	20.9	25.0	56.1	42.1	68.1	6.5

[1] High school grade point average (GPA) of 3.5 or higher.

[2] SAT equivalent score of 1,100 or higher.

[3] Accumulated four credits in English, three in science, three in math, three in social studies, and two in a foreign language.

[4] Positive teacher responses to series of questions regarding student.

[5] Participated in two or more extracurricular activities.

NOTE: The student sample used for this study included all graduating seniors who met the following criteria: (1) graduated by the summer of 1992; (2) transcripts were collected as part of the second followup data collection activities; (3) transcripts included records of courses taken in 9th, 10th, 11th, and 12th grades; (4) transcripts reported at least 16 credits; (5) the results of SAT or ACT tests were included on the transcript; and (6) the student indicated that he/she had applied to one or more postsecondary schools. Students who met these criteria are referred to in this report as college-bound.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988: Second Follow-up" (1992). As published in NCES, Statistics Brief, *Making the Cut: Who Meets Highly Selective College Entrance Criteria?*, table 1, p. 4, 1995.

UNDERGRADUATE STUDENT RISK FACTORS

Native American high school graduates face a multitude of risk factors that threaten their ability to enroll in a postsecondary institution and to complete a degree. Risk factors identified by NCES on NPSAS:93 included delayed enrollment, part-time attendance, financial independence, having dependents, being a single parent, working full time, and being a GED recipient. Among American Indian and Alaska Native undergraduates, 35 percent faced four or more risk factors compared with 22 percent of undergraduates overall (table 2-3). In addition, the NPSAS:93 data showed that Native American undergraduates were disproportionately at risk for being single parents, having at least one dependent, being financially independent, and enrolling on a part-time, part-year basis (figure 2-7).

Table 2-3

Percent distribution of undergraduates, by race/ethnicity and number of risk factors: 1992-93

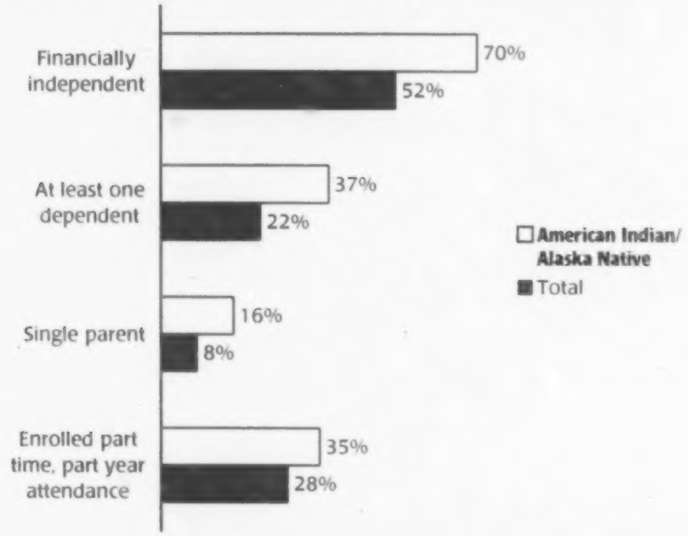
Risk factor	Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
Total	100.0	**100.0**	100.0	100.0	100.0	100.0
No risk factor	23.5	**15.6**	27.0	19.5	19.1	24.1
One	19.7	**11.3**	29.0	18.5	20.4	19.2
Two	16.5	**20.5**	17.5	14.4	17.2	16.4
Three	18.0	**17.5**	12.3	16.3	16.9	18.7
Four or more	22.4	**35.2**	14.2	31.2	26.5	21.6

NOTE: Risk factors include delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient. BecaBuse of rounding, percents may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study (NPSAS:93)," Undergraduate Data Analysis System. As published in NCES, *Profile of Undergraduates in U.S. Postsecondary Education Institutions: 1992-93*, table 1.7b, p. C-27, 1995.

Figure 2-7

Selected risk factors for American Indian and Alaska Native undergraduates and total undergraduates: 1992-93



SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study (NPSAS:93)." As published in NCES, *Profile of Undergraduates in U.S. Postsecondary Education Institutions: 1992-93*, tables 1.3b, 4.1b, and 1.2b, 1995.

CONCLUSION

The path to postsecondary degree attainment begins prior to college enrollment. American Indian and Alaska Native high school students must complete a college preparatory course curriculum, achieve acceptable GPAs, and raise their college entrance standardized test scores. Improved academic achievement and preparation in high school will make these students more viable and attractive candidates for college admission.

3

American Indian and Alaska Native Enrollment and Retention in Higher Education

Over the past two decades, American Indian and Alaska Native[1] higher education enrollment has increased 67 percent, rising from 76,000 students in 1976 to 127,000 students in 1994, while overall enrollment in higher education increased 30 percent (table 3-1). This chapter examines student enrollment in institutions of higher education, focusing on trends in higher education enrollment by institution and student characteristics as well as by state. Enrollment at tribal colleges is also analyzed. The chapter concludes with a brief examination of student persistence and retention rates. The summary tables referred to in the text appear at the end of the chapter.

HIGHLIGHTS

- American Indian and Alaska Native enrollment in institutions of higher education (IHEs) jumped from 76,000 in 1976 to 127,000 in 1994, an increase of 67 percent. Overall enrollment in IHEs increased 30 percent (table 3-1).
- More American Indian and Alaska Native students attended 2-year rather than 4-year institutions from 1976 through 1994, while the majority of the general student population was enrolled in 4-year institutions (summary table S3-1).
- In 1976 and 1994, enrollments by Native American students and the total student population were concentrated in public institutions rather than private institutions. Native American students, however, attended public institutions at higher rates than students overall (figure 3-3).
- Increased enrollment by women was the main reason for substantial gains in enrollment levels for Native American students and all students. From 1976 to 1994, enrollments by Native American women increased 98 percent (summary table S3-3) and enrollments by women overall increased 52 percent.
- The rate of full-time attendance was highest at 4-year institutions (summary table S3-4) and private institutions (summary table S3-5) for Native Americans and the total student population.
- Higher education enrollment has been primarily at the undergraduate level for American Indian and Alaska Native students as well as for students overall since 1976. Over the past two decades American Indian and Alaska

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[1] The terms "Native American" and "American Indian and Alaska Native" are used interchangeably throughout this chapter.

Native undergraduate enrollment increased 68 percent compared with a 30 percent increase in total undergraduate enrollment (figure 3-6).

- In 1994, Native American enrollment at the undergraduate level exceeded representation in the total population (1 percent and 0.8 percent, respectively; summary table S3-7 and appendix table 1-1).
- In 1992-93, Native American students were less likely to enroll in bachelor's degree programs than students overall (p. 3-12).
- In 1992-93, American Indian and Alaska Native undergraduates enrolled in similar fields of study as the overall undergraduate student population. Business management and health were the most popular fields for both groups (figure 3-7).
- In 1994, American Indian and Alaska Native enrollment was concentrated in areas where Native Americans resided, primarily the western portion of the United States (figures 3-8, 3-9, and 1-4).
- About 8 percent of all American Indian and Alaska Native college students attended tribal colleges in 1994 (tables 3-1 and 3-3).
- The 1996 6-year graduation rate for American Indian and Alaska Native freshmen in NCAA Division I institutions was 36 percent. For all freshmen in NCAA Division I institutions, the 6-year graduation rate was 56 percent (figure 3-10).

SOURCES OF DATA

Data are taken from the following major national sources: the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment surveys, and persistence and graduation data from the National Collegiate Athletic Association (NCAA). Currently, the NCAA is the only major source of persistence and graduation data.

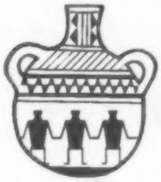
The Integrated Postsecondary Educational Data System Fall Enrollment survey. The IPEDS Fall Enrollment survey is an annual census that collects data on all students enrolled in U.S. postsecondary institutions each fall. These postsecondary institutions include universities and colleges as well as institutions offering technical and vocational education beyond the high school level. In 1993, the survey response rate was 97 percent.

The IPEDS Fall Enrollment survey replaced the Higher Education General Information Survey (HEGIS) Fall Enrollment in Colleges and Universities survey, in 1986. Enrollment data by race/ethnicity had been collected through HEGIS since 1976. The major difference between the two survey series is that IPEDS collects data from all postsecondary institutions, whereas HEGIS only collected data from institutions of higher education (IHEs). IHEs are accredited at the college level by an agency recognized by the U.S. Department of Education. NCES has maintained the link between the IPEDS and HEGIS surveys by allowing data on HEGIS institutions to be calculated separately within the IPEDS surveys. Both IPEDS and HEGIS data are included in this chapter to permit time series analysis.

National Collegiate Athletic Association Persistence and Graduation surveys. The National Collegiate Athletic Association (NCAA) is currently the only organization collecting data on persistence and graduation rates. The NCAA includes over 900 member institutions awarding at least a bachelor's degree. These institutions belong to one of three divisions (Division I, Division II, and Division III) based on criteria established by the NCAA. Graduation data are collected from all Division I institutions; persistence data are collected from all Division II and III institutions. These data are based on student counts rather than estimates.

NCES is currently developing a system to collect data on student persistence as part of the IPEDS surveys. Once established, would provide data on the universe of postsecondary students, rather than basing persistence and graduation rates on data from a limited number of schools or estimates from samples.

ENROLLMENT IN HIGHER EDUCATION



In 1976, 76,100 American Indians and Alaska Natives enrolled in institutions of higher education (table 3-1). Almost 20 years later, Native American enrollment reached 127,400, which represented a 67 percent increase in enrollment. These gains exceeded the enrollment predictions issued by the U.S. Department of Education in 1991 that estimated 102,000 American Indian and Alaska Native students would be enrolled in institutions of higher education by 1994.[2] During the same time period, total higher education enrollment increased 30 percent from about 11 million to slightly more than 14 million (table 3-1).

Table 3-1

Enrollment in institutions of higher education, by race/ethnicity: Selected years, fall 1976 to fall 1994

Race/ethnicity	1976	1978	1980	1982	1984	1986	1988	1990	1992	1994
	(Number in thousands)									
All institutions	10,985.6	11,231.2	12,086.8	12,387.9	12,233.0	12,503.5	13,043.1	13,818.6	14,487.4	14,278.8
American Indian/ Alaska Native	**76.1**	**77.9**	**83.9**	**87.7**	**83.6**	**90.1**	**92.5**	**102.8**	**119.3**	**127.4**
Asian/Pacific Islander	197.9	235.1	286.4	351.0	389.5	447.8	496.7	572.4	697.0	774.3
Black, non-Hispanic	1,003.0	1,054.4	1,106.8	1,101.5	1,075.8	1,082.3	1,129.6	1,247.0	1,392.9	1,448.6
Hispanic	383.8	417.3	471.7	519.3	534.9	618.0	680.0	782.4	955.0	1,045.6
White, non-Hispanic	9,076.1	9,194.0	9,833.0	9,997.1	9,814.7	9,920.6	10,283.2	10,722.5	10,875.4	10,427.0
Nonresident alien	218.7	252.6	305.0	331.3	334.6	344.7	361.2	391.5	447.7	455.9

NOTE: Because of underreporting/nonreporting of racial/ethnic data, figures are slightly lower than corresponding data in other tables, and figures prior to 1986 were estimated when possible. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, various years; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys, various years. As published in NCES, *Digest of Education Statistics: 1991*, table 194, p. 199, 1991; *Digest of Education Statistics: 1992*, table 193, p. 203, 1992; *Digest of Education Statistics: 1996*, table 202, p. 207, 1996; and *Digest of Education Statistics: 1997*, table 206, p. 214, 1997.

Institutional level. From 1976 to 1994, Native American enrollments at 4-year institutions increased at a higher rate (75 percent) than did those at 2-year institutions (61 percent), which was the opposite of the enrollment pattern for students overall during the past two decades (figure 3-1 and summary table S3-1). Despite increases in student enrollments, the percentage distribution of students attending 4-year and 2-year institutions remained stable from 1976 though 1994 (figure 3-2). In 1976, 46 percent of American Indian and Alaska Native students attended 4-year institutions compared with 48 percent in 1994. For the overall college student population, 65 percent attended 4-year institutions in 1976 and 61 percent in 1994. These data highlight one striking difference between American Indian and Alaska Native students and the total student population—since 1976, the majority of American Indian and Alaska Native students have attended 2-year institutions while the majority of the overall student population have attended 4-year institutions.

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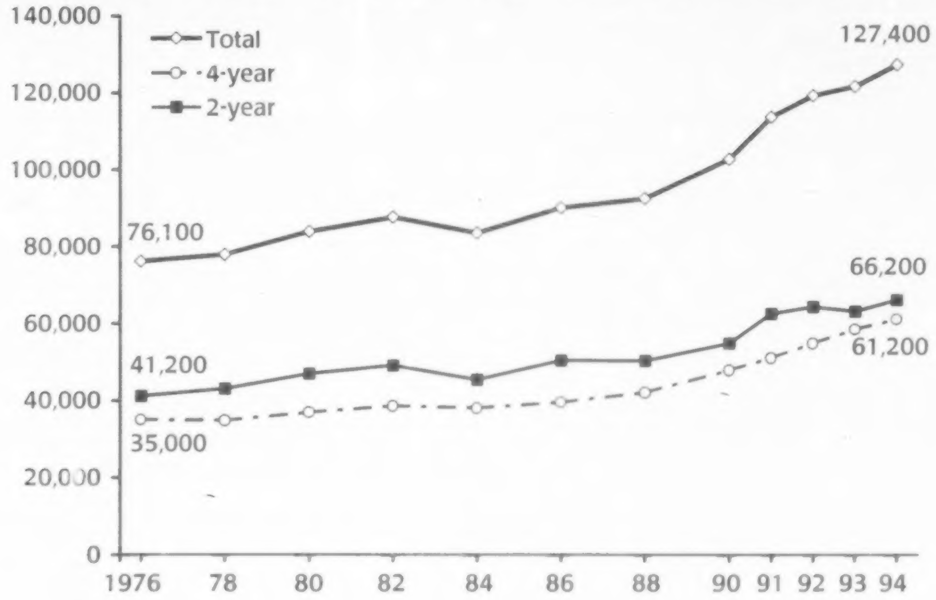
[2] U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2002*, table 46, p.142, 1991.

Figure 3-1

American Indian and Alaska Native enrollment in institutions of higher education, by institution level: Selected years, fall 1976 to fall 1994

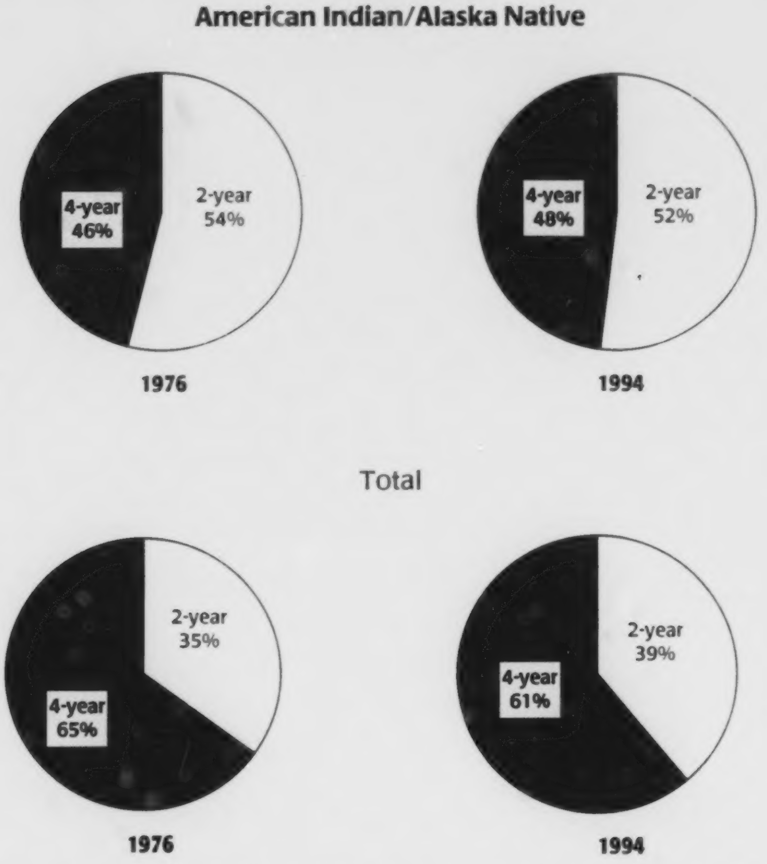


NOTE: Because of underreporting/nonreporting of racial/ethnic data, figures are slightly lower than corresponding data in other tables, and figures prior to 1986 were estimated when possible.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, various years; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys, various years. As published in NCES, *Digest of Education Statistics: 1991*, table 194, p. 199, 1991; *Digest of Education Statistics: 1992*, table 193, p. 203, 1992; *Digest of Education Statistics: 1996*, table 202, p. 207, 1996; and *Digest of Education Statistics: 1997*, table 206, p. 214, 1997.

Figure 3-2

Percent of American Indian and Alaska Native enrollment and total enrollment in institutions of higher education, by institution level: Fall 1976 and fall 1994



NOTE: Because of underreporting/nonreporting of racial/ethnic data, figures are slightly lower than corresponding data in other tables, and figures prior to 1986 were estimated when possible.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey, 1976; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1994. As published in NCES, *Digest of Education Statistics: 1991*, table 194, p. 1991, 1991; and *Digest of Education Statistics: 1997*, table 206, p. 214, 1997.

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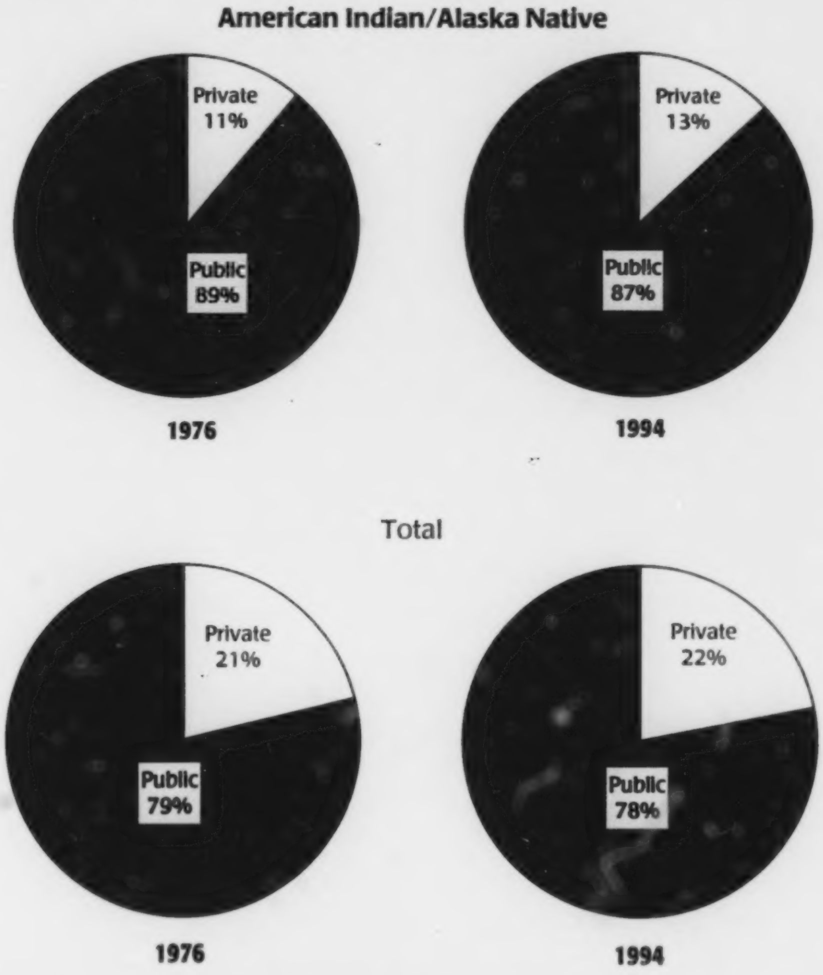
Institution control. American Indian and Alaska Native enrollment in public institutions increased 64 percent from 1976 to 1994 compared with a 29 percent increase in overall public institution enrollment (summary table S3-2). The gains for both groups in private institution enrollments were 93 percent and 34 percent, respectively. While the percentage increases in private school enrollments were larger than those for public schools, the total number of students enrolled in public institutions increased by nearly 2.5 million students compared with an increase of 800,500 students in private institutions. Enrollment by Native Americans increased by 43,200 in public institutions and 8,000 in private institutions.

An examination of the distribution of students attending public and private institutions shows that the majority of American Indian and Alaska Native students, as well as students overall, attended public institutions from 1976 to 1994 (figure 3-3). However, a greater percentage of American Indian and Alaska Native students than of all students enrolled in public institutions. For example, in 1994, 87 percent of American Indian and Alaska Native students compared with 78 percent of all students attended public institutions. This difference could be driven by the fact that the majority of Native Americans attended 2-year institutions, which are generally public institutions.

Enrollment by sex. Increased enrollment by women was the main force behind the climb in student enrollment from 1976 to 1994 (summary table S3-3). Overall, in 1976, slightly more than 5 million women were enrolled in higher education. By 1994, this number approached 8 million, representing a 52 percent increase in their enrollment. Among American Indian and Alaska Native women, enrollment jumped from 37,600 in 1976 to 74,400 in 1994, a 98 percent increase. Higher education enrollments by men also increased over this period, but the increases were not as large. Total male enrollment rose only 10 percent and Native American male enrollment rose only 38 percent.

Figure 3-3

Percent of American Indian and Alaska Native enrollment and total enrollment in institutions of higher education, by institution control: Fall 1976 and fall 1994



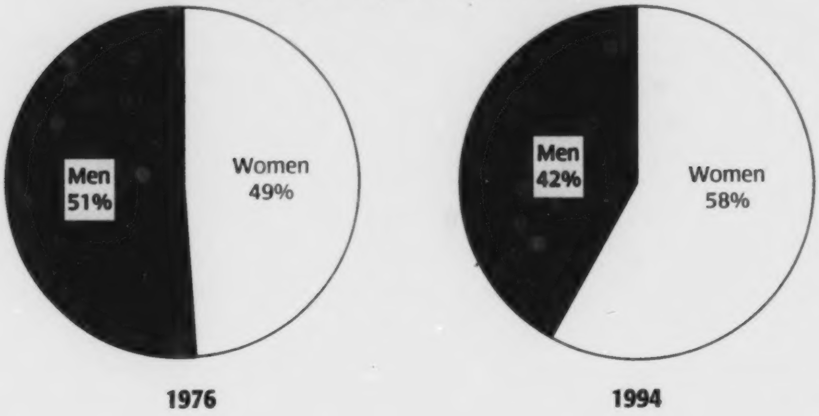
NOTE: Because of underreporting/nonreporting of racial/ethnic data, figures are slightly lower than corresponding data in other tables; and figures prior to 1986 were estimated when possible.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey, 1976; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1994. As published in NCES, *Digest of Education Statistics: 1991*, table 194, p. 199, 1991; and *Digest of Education Statistics: 1997*, table 206, p. 214, 1997.

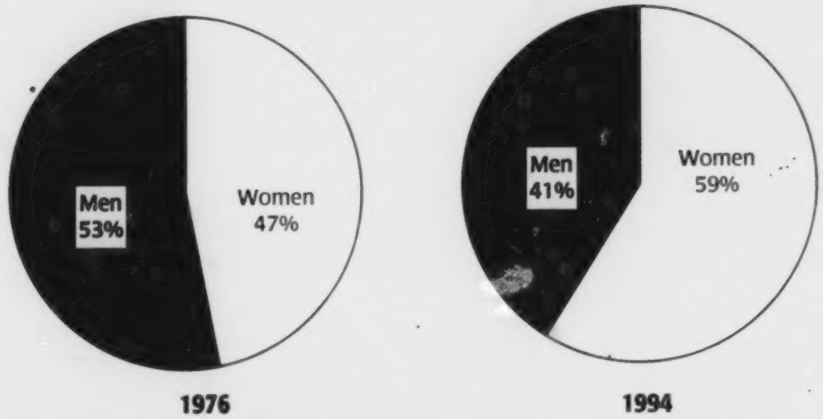
These changes are also reflected in the distribution of enrollment by sex. In 1976, American Indian and Alaska Native enrollment was 49 percent women and 51 percent men (figure 3-4). A similar composition was found in the overall student population. By 1994, women composed the majority of both Native American enrollment and overall enrollment.

Figure 3-4
Percent of American Indian and Alaska Native enrollment and total enrollment in institutions of higher education, by sex: Fall 1976 and fall 1994

American Indian/Alaska Native



Total



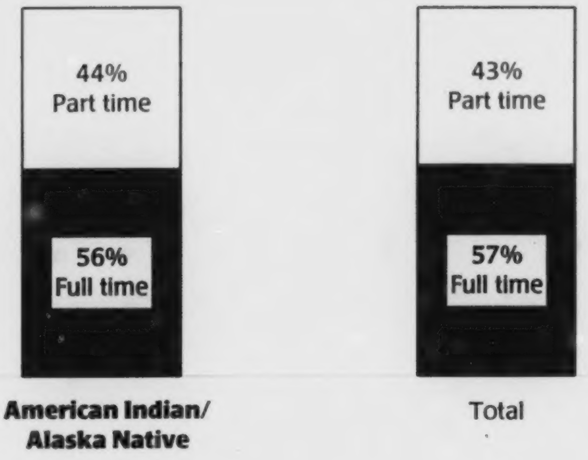
NOTE: Because of underreporting/nonreporting of racial/ethnic data, figures are slightly lower than corresponding data in other tables, and figures prior to 1986 were estimated when possible.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey, 1976; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1994. As published in NCES, *Digest of Education Statistics: 1991*, table195, p. 200, 1991; and *Digest of Education Statistics: 1997*, table 207, p. 215, 1997.

Attendance status. In 1994, Native American students attended college full time at the same rate as the total student population (figure 3-5). Full-time attendance among both groups was more prevalent at 4-year institutions than at 2-year institutions. At 4-year institutions in 1994, 70 percent of students overall and 71 percent of American Indian and Alaska Native students attended on a full-time basis compared with 37 percent and 42 percent, respectively, at 2-year institutions (summary table S3-4). Full-time attendance at public institutions was 53 percent for all students and 54 percent for Native Americans (summary table S3-5). At private institutions, full-time attendance was 70 percent for the total and 68 percent for Native Americans. Thus, the rate of full-time attendance tended to be highest at 4-year institutions and private institutions rather than at 2-year institutions and public institutions for Native Americans and students overall.

Figure 3-5

Percent of American Indian and Alaska Native enrollment and total enrollment in institutions of higher education, by attendance status: Fall 1994



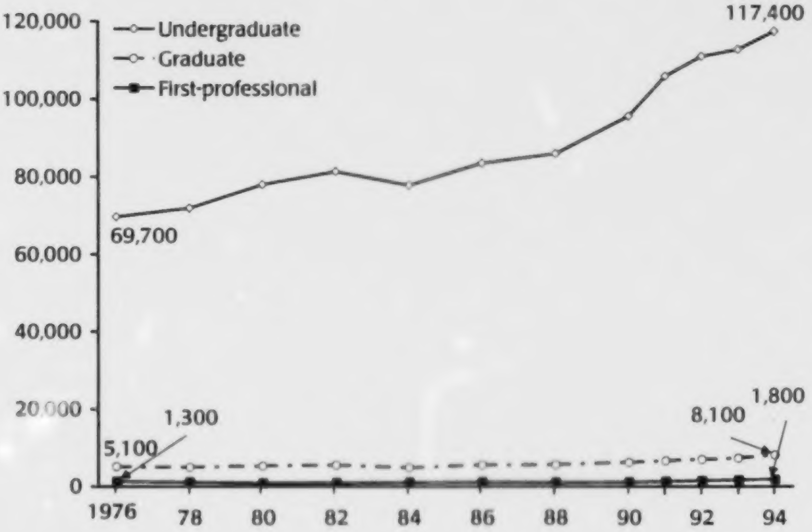
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1994. As published in NCES, E.D. TABS, *Enrollment in Higher Education: Fall 1986 through Fall 1994*, tables 2c and 2d, p. 7, 1996.

An examination of students attending part time revealed that the majority of these students enrolled in 2-year institutions, attended public institutions, and were female (summary tables S3-4, S3-5, and S3-6). This pattern held for Native American part-time students as well as for all part-time students.

Degree level. Over the past two decades, enrollment in IHEs has been predominantly at the undergraduate level. For Native Americans, enrollments at this level increased almost continuously from 1976 to 1994 (figure 3-6 and summary table S3-7), rising 68 percent. This increase was substantially greater than the 30 percent increase in overall undergraduate enrollment. Similar trends were also visible at the graduate and first-professional degree level for both groups, with larger percentage increases experienced by Native Americans than by the total student population. Due to these increases, Native American students have moved closer to achieving the same level of representation at the graduate and first-professional degree levels as they have in the total population. At the undergraduate level, American Indians and Alaska Natives have exceeded their representation in the population—1 percent of undergraduate enrollment and 0.8 percent of the total population (summary table S3-7 and appendix table A1-1).

Figure 3-6

American Indian and Alaska Native enrollment in institutions of higher education, by degree level: Selected years, fall 1976 to fall 1994



SOURCE: U.S. Department of Education, National Center for Education Statistics, "Fall Enrollment in Colleges and Universities" surveys, various years; and Integrated Postsecondary Education Data Systems (IPEDS), "Fall Enrollment" surveys, various years. As published in NCES, *Digest of Education Statistics: 1991*, table 195, p. 200, 1991; *Digest of Education Statistics: 1992*, table 194, pp. 204-205, 1992; *Digest of Education Statistics: 1996*, table 203, pp. 208-209, 1996; and *Digest of Education Statistics: 1997*, table 207, pp. 215-216, 1997.

Associate's degrees versus bachelor's degrees. Earning a postsecondary degree can substantially increase an individual's earning potential and, consequently, increase his or her ability to support a family. The median annual earnings for persons 18 and older with income increased by 45 percent with the addition of an associate's degree and by over 90 percent with the addition of a bachelor's degree in comparison with income associated with only completing high school.[3] Based on NPSAS:93 data,[4] during the 1992-93 academic year Native American students were less likely to enroll in bachelor's degree programs than the overall student population. Among American Indian and Alaska Native undergraduates, 31 percent were enrolled in bachelor's degree programs compared with 43 percent of all undergraduate students. The majority (51 percent) of American Indian and Alaska Native undergraduates were enrolled in associate's degree programs.

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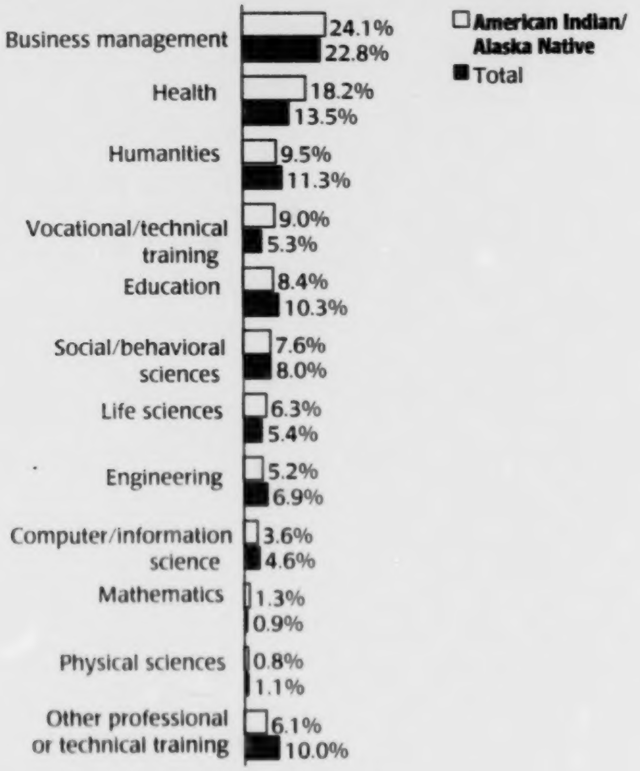
[3] U.S. Department of Commerce, Bureau of the Census, *Current Population Reports: Educational Attainment in the United States, March 1993 and 1992*, table 8, 1994.

[4] U.S. Department of Education, National Center for Education Statistics, *Profile of Undergraduates in U.S. Postsecondary Education Institutions: 1992-1993*, table 3.1b, p. C-45, 1995.

Undergraduate major field of study. In 1992-93, Native American undergraduates as well as the total undergraduate population were enrolled in similar fields of study. The largest proportion of Native American undergraduates enrolled in business management (24 percent), followed by health (18 percent), humanities (10 percent), vocational technical training (9 percent) and education (8 percent; figure 3-7). The most frequently selected fields of study in which all undergraduates enrolled were business management (23 percent), health (14 percent), humanities (11 percent), education (10 percent), and other professional or technical training (10 percent). Both groups of students enrolled in mathematics and the physical sciences less frequently than other fields of study.

Figure 3-7

Percent distribution of American Indian and Alaska Native undergraduate enrollment and total undergraduate enrollment in institutions of higher education, by major fields of study: 1992-93



NOTE: Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS:93). As published in NCES, *Profile of Undergraduates in U.S. Postsecondary Education Institutions: 1992-93*, table 3.2b, 1995.

ENROLLMENT BY LOCATION

This section considers American Indian and Alaska Native enrollment based on the institutions, tribal colleges, and states enrolling the largest number and percentage of Native American students.

Enrollment by institution. In 1994, the IHEs enrolling the largest numbers of American Indian and Alaska Native students were concentrated in areas where American Indians and Alaska Natives most commonly resided (figure 1-4). The University of New Mexico-Gallup Branch boasted the largest Native American enrollment with 2,041 students. It was followed by Navajo Community College in Arizona (1,899 Native American students), Northeastern State University in Oklahoma (1,899), Northland Pioneer College in Arizona (1,325), and Southeastern Oklahoma State University (1,268). As a percentage of total student enrollment, Native American enrollment in these five institutions ranged from 21 percent at Northeastern State University to 94 percent at Navajo Community College (table 3-2).

Tribal college enrollment. About 8 percent of all American Indian and Alaska Native postsecondary students attended tribal colleges in 1994 (calculated from table 3-3 and summary table S3-1).[5] Among these institutions, Navajo Community College enrolled more than twice as many Native American students as any other tribal college (1,899; table 3-3). The next highest Native American student enrollments were reported at Oglala Lakota College (853 students), Haskell Indian Junior College (793), Salish Kootenai Community College (659), and Southwestern Indian Polytechnic Institute (615).

Twenty-three of the 25 tribal colleges reporting enrollment data by race/ethnicity to IPEDS in 1994 had the majority of their student bodies composed of American Indians and Alaska Natives (table 3-3). Three of these schools, Crownpoint Institute of Technology, Haskell Indian Junior College, and Southwestern Indian Polytechnic Institute, reported that their student bodies were composed entirely of American Indian and Alaska Native students. An additional 8 of the 23 tribal colleges had Native American students composing at least 90 percent of their total enrollment.

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[5] Based on 25 of 29 tribal colleges reporting enrollment data by race/ethnicity.

Table 3-2

Institutions of higher education with largest American Indian and Alaska Native enrollment: Fall 1994

Institution name	State	Total enrollment	American Indian/ Alaska Native	
			Total	**Percent**
University of New Mexico-Gallup Branch	NM	2,734	**2,041**	**74.7**
Navajo Community College[1]	AZ	2,031	**1,899**	**93.5**
Northeastern State University	OK	8,994	**1,899**	**21.1**
Northland Pioneer College	AZ	4,614	**1,325**	**28.7**
Southeastern Oklahoma State University	OK	4,004	**1,268**	**31.7**
University of Oklahoma-Norman Campus	OK	22,043	**1,212**	**5.5**
San Juan College	NM	3,771	**1,132**	**30.0**
Northern Arizona University	AZ	19,242	**1,083**	**5.6**
Oklahoma State University-Main Campus	OK	18,807	**1,071**	**5.7**
University of Alaska-Anchorage	AK	16,189	**1,044**	**6.4**
University of Alaska-Fairbanks	AK	7,703	**1,036**	**13.4**
University of New Mexico-Main Campus	NM	24,572	**1,033**	**4.2**
Oglala Lakota College	SD	1,038	**853**	**82.2**
Albuquerque Technical Vocational Institute	NM	14,552	**840**	**5.8**
Tulsa Junior College	OK	18,604	**798**	**4.3**
Haskell Indian Junior College[2]	KS	793	**793**	**100.0**
Arizona State University-Main Campus	AZ	42,189	**748**	**1.8**
Pima Community College	AZ	27,960	**728**	**2.6**
Pembroke State University	NC	3,017	**723**	**24.0**
Salish Kootenai Community College	MT	874	**659**	**75.4**
University of Arizona	AZ	35,306	**654**	**1.9**
Mesa Community College	AZ	20,110	**624**	**3.1**
East Central University	OK	4,501	**581**	**12.9**
Sinte Gleska University	SD	748	**561**	**75.0**
Robeson Community College	NC	1,371	**522**	**38.1**
Rogers State College	OK	3,251	**516**	**15.9**
Turtle Mountain Community College	ND	585	**511**	**87.4**
University of Central Oklahoma	OK	16,076	**510**	**3.2**
American River College	CA	19,766	**508**	**2.6**
New Mexico State University-Main Campus	NM	15,643	**499**	**3.2**
Rose State College	OK	9,056	**475**	**5.2**
Fort Lewis College	CO	4,015	**471**	**11.7**
Phoenix College	AZ	11,425	**465**	**4.1**
Oklahoma City Community College	OK	9,501	**465**	**4.9**
Northeastern Oklahoma Agricultural and Mech College	OK	2,464	**447**	**18.1**
Connors State College	OK	2,355	**416**	**17.7**
Scottsdale Community College	AZ	9,822	**390**	**4.0**
University of Washington	WA	33,719	**388**	**1.2**
University of Alaska Southeast	AK	3,145	**377**	**12.0**
College of The Redwoods	CA	6,382	**377**	**5.9**
Blackfeet Community College	MT	395	**375**	**94.9**
California State University-Sacramento	CA	22,726	**366**	**1.6**
Carl Albert State College	OK	1,698	**360**	**21.2**
Eastern Oklahoma State College	OK	1,994	**348**	**17.5**
University of Minnesota-Twin Cities	MN	51,478	**344**	**0.7**
Northeast Wisconsin Technical College	WI	8,612	**342**	**4.0**
Sierra College	CA	13,534	**338**	**2.5**
Northwest Technical College-Bemidji	MN	6,317	**336**	**5.3**
Cerritos College	CA	19,571	**334**	**1.7**
University of North Dakota-Main Campus	ND	11,499	**327**	**2.8**

[1] Navajo Community College recently changed its name to Diné Community College.

[2] Haskell Indian Junior College recently changed its name to Haskell Indian Nations University.

NOTE: Total enrollment includes students with unknown race/ethnicity. Institutions appearing in italics are tribal colleges. Three additional tribal colleges had enrollments equal to or exceeding 327 American Indian and Alaska Native students, including Crownpoint Institute of Technology (N=414), Southwestern Indian Polytechnic Institute (N=615), and Lac Courtes Oreilles Ojibwa Community College (N=375). These institutions do not appear on this list because they were not accredited as IHEs in fall 1994.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, unpublished data, 1994.

Table 3-3

American Indian and Alaska Native enrollment and total enrollment, by tribal college: Fall 1994

Institution name	Total enrollment	American Indian/ Alaska Native	
		Total	**Percent**
Bay Mills Community College	83	41	49.4
Blackfeet Community College	395	375	94.9
Cheyenne River Community College	45	NA	NA
Crownpoint Institute of Technology	414	414	100.0
D-Q University	466	309	66.3
Dull Knife Memorial College	378	321	84.9
Fond Du Lac Community College	757	120	15.9
Fort Belknap College	190	174	91.6
Fort Berthold Community College	257	177	68.9
Fort Peck Community College	383	314	82.0
Haskell Indian Junior College[1]	793	793	100.0
Institute of American Indian Arts	231	210	90.9
Lac Courtes Oreilles Ojibwa Community College	468	375	80.1
Little Big Horn College	274	248	90.5
Little Hoop Community College[2]	174	149	85.6
Navajo Community College[3]	2,031	1,899	93.5
Nebraska Indian Community College	320	273	85.3
Oglala Lakota College	1,038	853	82.2
Salish Kootenai Community College	874	659	75.4
Sinte Gleska University	748	561	75.0
Sisseton-Wahpeton Community College	197	134	68.0
Southwestern Indian Polytechnic Institute	615	615	100.0
Standing Rock College[4]	196	181	92.3
Stone Child College	226	214	94.7
Turtle Mountain Community College	585	511	87.4
United Tribes Technical College	246	231	93.9

NA = Not available.

[1] Haskell Indian Junior College recently changed its name to Haskell Indian Nations University.

[2] Little Hoop Community College recently changed its name to Cankdeska Cikana Community College.

[3] Navajo Community College recently changed its name to Diné Community College.

[4] Standing Rock College recently changed its name to Sitting Bull College.

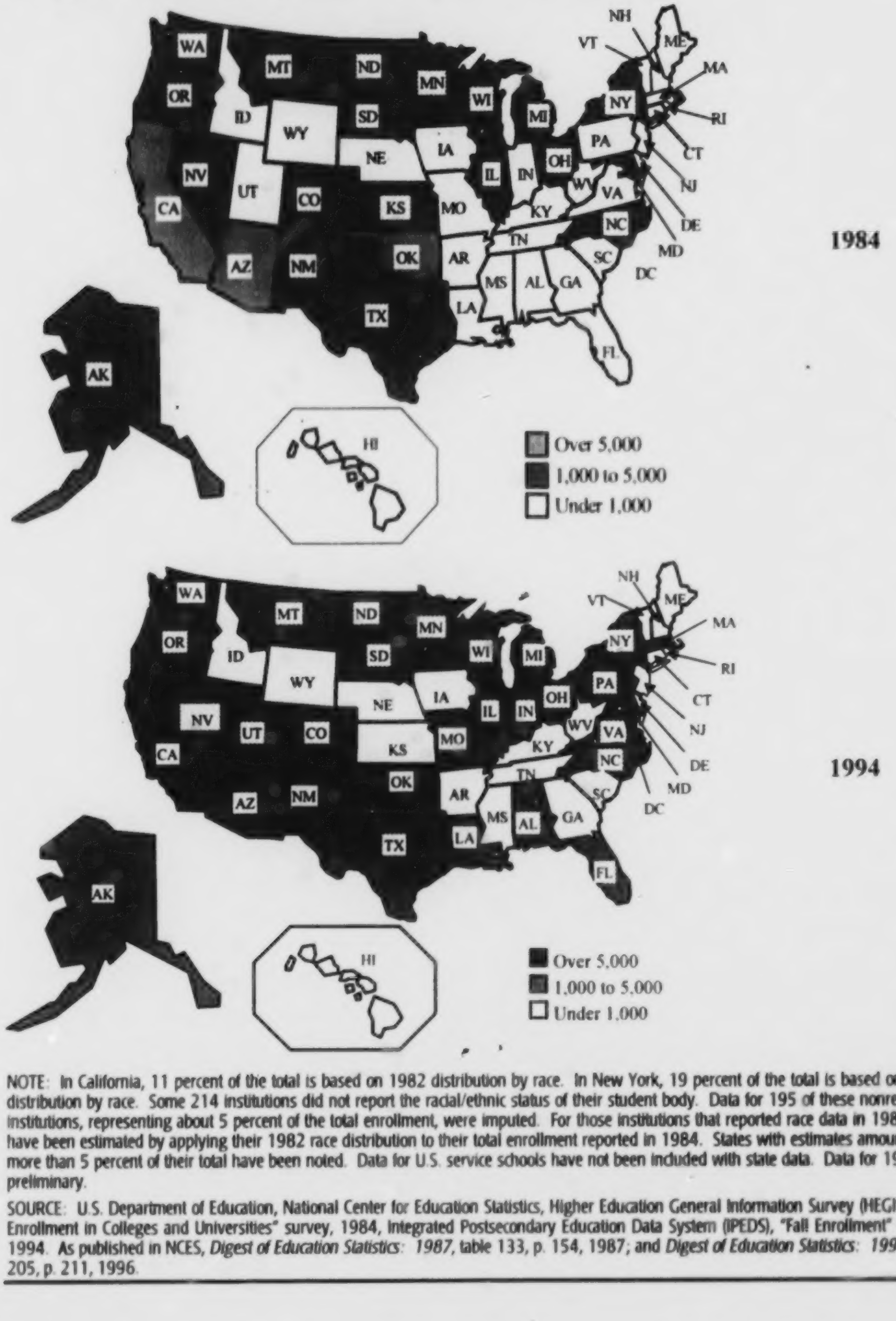
NOTE: Total enrollment includes students with unknown race/ethnicity. College of Menominee Nation and Leech Lake Community College did not report enrollment data to IPEDS. Cheyenne River Community College did not report data by race/ethnicity. Data for Northwest Indian College were imputed and have not been included.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, unpublished data, 1994.

State enrollments. In 1984, only Arizona, California, and Oklahoma enrolled more than 5,000 American Indian and Alaska Native postsecondary students (figure 3-8). Ten years later, New Mexico and Washington had joined these states in enrolling more than 5,000 Native American students. Nineteen states enrolled 1,000 to 5,000 American Indian and Alaska Native students in 1984 compared with 26 states in 1994. All states enrolling more than 5,000 Native Americans in both 1984 and 1994 were west of the Mississippi River. States enrolling 1,000 to 5,000 Native American students were almost equally distributed on both sides of the Mississippi River.

Figure 3-8

American Indian and Alaska Native enrollment in institutions of higher education, by state: Fall 1984 and fall 1994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1994
■ Over 5,000
▨ 1,000 to 5,000
☐ Under 1,000

NOTE: In California, 11 percent of the total is based on 1982 distribution by race. In New York, 19 percent of the total is based on 1982 distribution by race. Some 214 institutions did not report the racial/ethnic status of their student body. Data for 195 of these nonreporting institutions, representing about 5 percent of the total enrollment, were imputed. For those institutions that reported race data in 1982, data have been estimated by applying their 1982 race distribution to their total enrollment reported in 1984. States with estimates amounting to more than 5 percent of their total have been noted. Data for U.S. service schools have not been included with state data. Data for 1994 are preliminary.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey, 1984, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1994. As published in NCES, *Digest of Education Statistics: 1987*, table 133, p. 154, 1987; and *Digest of Education Statistics: 1996*, table 205, p. 211, 1996.

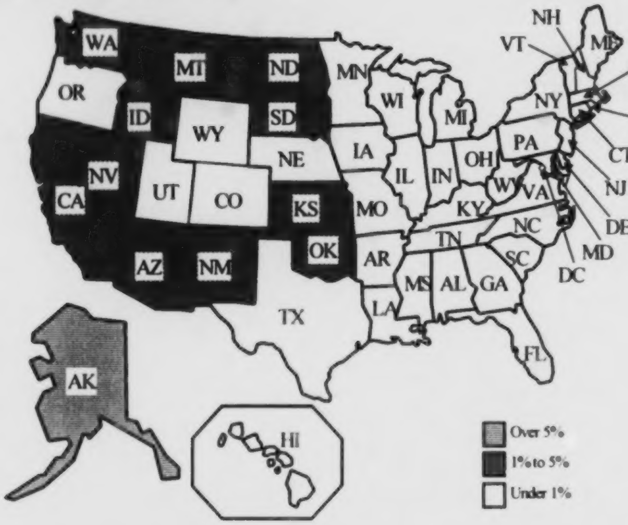
An examination of American Indian and Alaska Native postsecondary enrollment as a percentage of total state postsecondary enrollment revealed that only Alaska had American Indian and Alaska Native students composing over 5 percent of its total state postsecondary enrollment in 1984 (figure 3-9). An additional 11 states had Native American enrollments of 1 percent to 5 percent of their total enrollments. Ten years later, Native Americans composed over 5 percent of enrollments in 6 states and 1 to 5 percent of enrollment in 13 states. In 1994, with the exceptions of Maine, North Carolina, and Minnesota, all the states where Native Americans composed at least 1 percent of the total state enrollment were in the western half of the United States.

RETENTION IN POSTSECONDARY EDUCATION

Postsecondary retention can be measured using persistence and graduation rates. Currently, the National Collegiate Athletic Association (NCAA) is the only major organization that collects persistence and graduation data. Data are collected annually from about 900 institutions, only a fraction of all higher education institutions. This section discusses these indicators in relation to the postsecondary retention of American Indian and Alaska Native undergraduates.

Figure 3-9

American Indian and Alaska Native enrollment in institutions of higher education as a percent of total state enrollment, by state: Fall 1984 and fall 1994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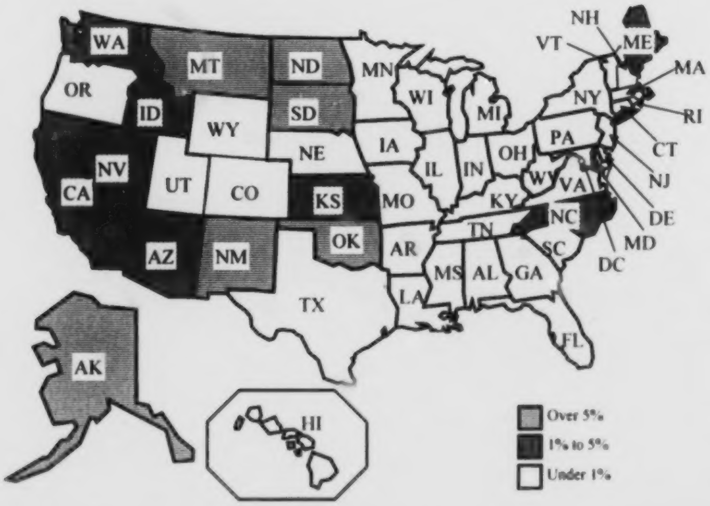
HI
Over 5%
1% to 5%
Under 1%

1984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AK
HI
Over 5%
1% to 5%
Under 1%

1994

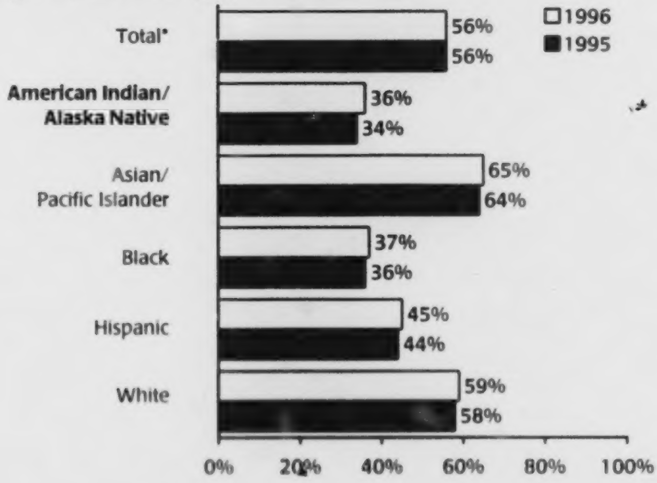
NOTE: In California, 11 percent of the total is based on 1982 distribution by race. In New York, 19 percent of the total is based on 1982 distribution by race. Some 214 institutions did not report the racial/ethnic status of their student body. Data for 195 of these nonreporting institutions, representing about 5 percent of the total enrollment, were imputed. For those institutions that reported race data in 1982, data have been estimated by applying their 1982 race distribution to their total enrollment reported in 1984. States with estimates amounting to more than 5 percent of their total have been noted. Data for U.S. service schools have not been included with state data. Data for 1994 are preliminary.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey, 1984, "Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1994. As published in NCES, *Digest of Education Statistics: 1987*, table 133, p. 154, 1987; and *Digest of Education Statistics: 1996*, table 205, p. 211, 1996.

NCAA graduation rates. Recent studies by the National Collegiate Athletic Association (NCAA) found that both the 1995 and 1996 6-year graduation rate for freshmen entering Division I institutions[6] was 56 percent (figure 3-10). Among American Indians and Alaska Natives, the rate was 34 percent in 1995 and 36 percent in 1996.

Figure 3-10

NCAA Division I 6-year graduation rates, by race/ethnicity: 1995 and 1996



*Total includes students of "other" race/ethnicity.

NOTE: The 1995 four-class average graduation rate includes those who entered as freshmen in 1985-86, 1986-87, 1987-88, and 1988-89 and graduated within 6 years. The 1996 four-class average graduation rate includes those who entered as freshmen in 1986-87, 1987-88, 1988-89, and 1989-90, and graduated within 6 years.

SOURCE: The National Collegiate Athletic Association, *1995 NCAA Division I Graduation Rates Report*, p. 616; 1995, and *1996 NCAA Division I Graduation Rates Report*, p. 622, 1996.

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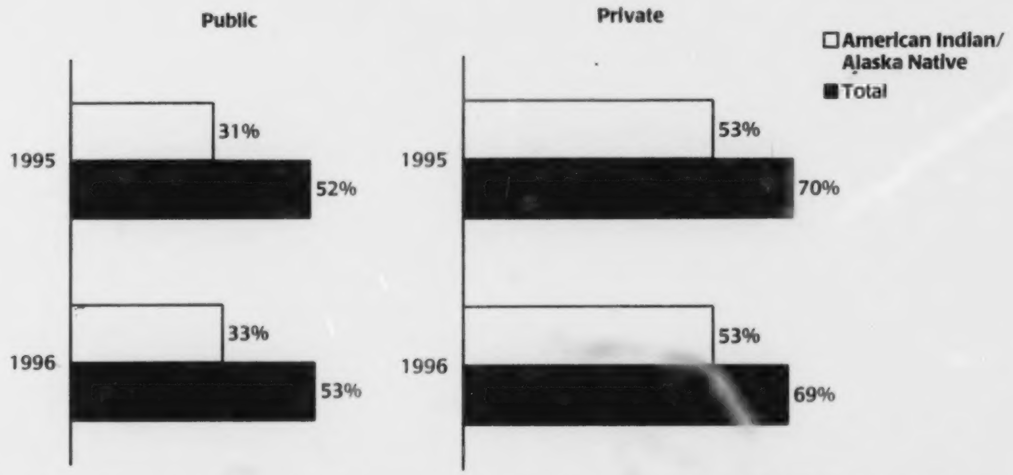
[6] NCAA member institutions are divided into three categories: Division I, Division II, and Division III. These groupings are based on individual institutional sports sponsorship, basketball and football game scheduling, and institutional criteria for awarding athletic financial aid.

Student graduation rates also varied by institutional control. Graduation rates were higher at Division I private institutions (figure 3-11) than at Division I public institutions in both 1995 and 1996 for all students and Native American students. For example, the 1996 American Indian and Alaska Native undergraduate graduation rate at public institutions was 33 percent compared with 53 percent at private institutions. Among all undergraduates, the 1996 graduation rate at public institutions was 53 percent compared with 69 percent at private institutions. At both public and private institutions, however, graduation rates were higher for all undergraduates than for Native American undergraduates.

Figure 3-11
Graduation rates for American Indian and Alaska Native undergraduates and all undergraduates at NCAA Division I institutions, by institution control: 1995 and 1996



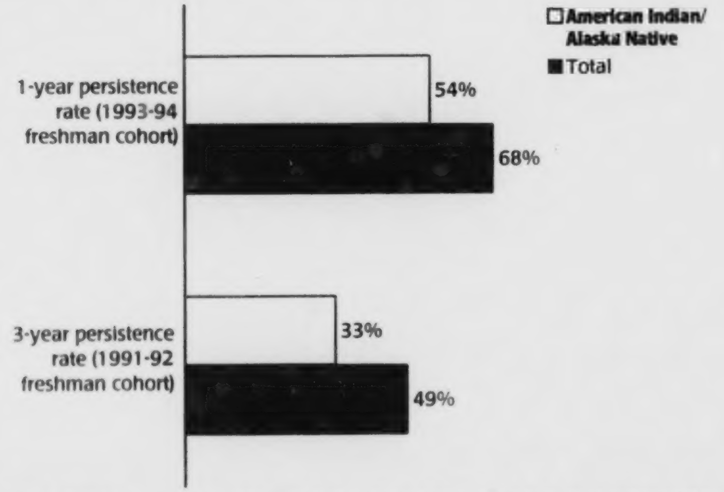
NOTE: The 1995 four-class average graduation rate includes those who entered as freshmen in 1985-86, 1986-87, 1987-88, and 1988-89 and graduated within 6 years. The 1996 four-class average graduation rate includes those who entered as freshmen in 1986-87, 1987-88, 1988-89, and 1989-90 and graduated within 6 years.

SOURCE: The National Collegiate Athletic Association, *1995 NCAA Division I Graduation Rates Report*, pp. 624-25 and 630-31, 1995; and *1996 NCAA Division I Graduation Rates Report*, pp. 630-631 and 636-637, 1996.

NCAA persistence rates. The NCAA also collects data from Division II and III institutions, but only in the form of persistence rates.[7] These persistence rates are based on a comparison of the number of undergraduates who entered a college or university as first-time, full-time students in a given year and the number of those who reenrolled as full-time students in the fall of the following year.

In 1995, just over half (54 percent) of the American Indian and Alaska Native undergraduates enrolled in Division II institutions stayed in college after the first year compared with 68 percent of undergraduates nationwide (figure 3-12). The Native American undergraduates 3-year persistence rate was 33 percent compared with 49 percent for all undergraduates.

Figure 3-12
Persistence rates for American Indian and Alaska Native undergraduates and all undergraduates at NCAA Division II institutions, by race/ethnicity and freshman cohort: 1995



NOTE: A persistence rate is based on a comparison of the number of students who entered a college or university as first-time full-time students in a given year and the number of those who reenrolled as full-time students in the fall of the following year. The persistence rates for the freshman cohort show the persistence rates for students who entered as freshmen in 1991-92 and 1993-94. They represent 3- and 1-year persistence rates, respectively.

SOURCE: The National Collegiate Athletic Association, *1995 NCAA Division II and III Enrollment and Persistence Rates Report*, p. 12, 1995.

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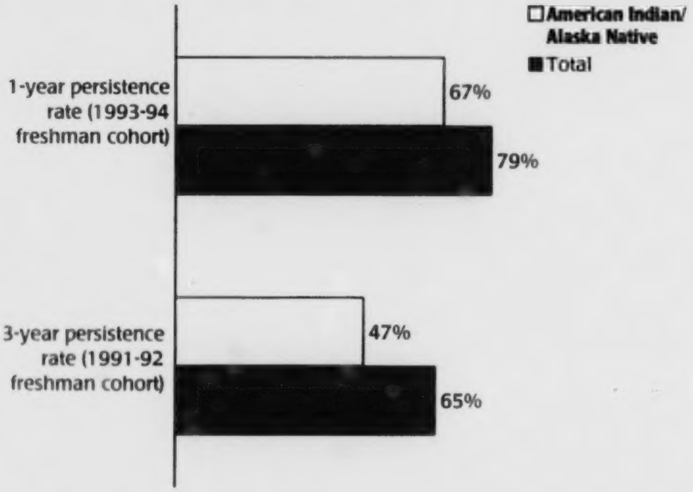
[7] Persistence rate data are only collected at Division II and III institutions. Graduation rate data are not collected from these institutions.

One-year and 3-year persistence rates were higher at Division III institutions than at Division II institutions. Division III institutions reported 1-year persistence rates of 67 percent and 3-year persistence rates of 47 percent for American Indians and Alaska Natives and 79 percent and 65 percent, respectively, for all students (figure 3-13).

Figure 3-13

Persistence rates for American Indian and Alaska Native undergraduates and all undergraduates at NCAA Division III institutions, by race/ethnicity and freshman cohort: 1995



NOTE: A persistence rate is based on a comparison of the number of students who entered a college or university as first-time full-time students in a given year and the number of those who reenrolled as full-time students in the fall of the following year. The persistence rates for the freshman cohort show the persistence rates for students who entered as freshmen in 1991-92 and 1993-94. They represent 3- and 1-year persistence rates, respectively.

SOURCE: The National Collegiate Athletic Association, *1995 NCAA Division II and III Enrollment and Persistence Rates Report*, p. 15, 1995.

CONCLUSION

Over the past two decades, the percentage of American Indian and Alaska Native students graduating from high school has substantially increased. These increases have been reflected in the number of American Indian and Alaska Native high school graduates enrolling in college. In 1976, 76,000 Native Americans were enrolled in institutions of higher education. This number rose to 127,000 by

1994, a 67 percent increase. Increased enrollment by Native American women has been credited with fueling this rise in participation in higher education. Indeed, enrollment by Native American women has increased by 98 percent since 1976. Historically, the majority of all American Indian and Alaska Native students have attended 2-year institutions and public institutions and have enrolled in associate's degree programs. Overall, business management and health were their most common fields of study. Despite this concentration in enrollment at the undergraduate level, Native American enrollment has increased at all levels. In terms of location, the majority of American Indian and Alaska Native enrollment was concentrated at institutions in areas where American Indians and Alaska Natives tended to reside–mostly in the western portion of the United States. About 8 percent of all Native American students were enrolled in tribal colleges.

American Indian and Alaska Native student retention and persistence rates in NCAA institutions were consistently lower than retention and persistence rates for all students. Native American graduation rates were lower at Division I public institutions than at Division I private institutions. Since the majority of Native American students enrolled in public institutions, these graduation rates indicate that many Native American students were not completing their college education or were taking longer to complete their education than the majority of students overall.

Table S3-1. Enrollment in institutions of higher education, by institution level and race/ethnicity: Selected years, fall 1976 to fall 1994

Institution level and race/ethnicity	1976	1978	1980	1982	1984	1986	1988	1990	1991	1992	1993	1994
							(Number in thousands)					
All institutions	10,985.6	11,231.2	12,086.8	12,387.9	12,233.0	12,503.5	13,043.1	13,818.6	14,359.0	14,487.4	14,304.8	14,278.8
American Indian/Alaska Native	**76.1**	**77.9**	**83.9**	**87.7**	**83.6**	**90.1**	**92.5**	**102.8**	**113.7**	**119.3**	**121.7**	**127.4**
Asian/Pacific Islander	197.9	235.1	286.4	351.0	389.5	447.8	496.7	572.4	637.2	697.0	724.4	774.3
Black, non-Hispanic	1,033.0	1,054.4	1,106.8	1,101.5	1,075.8	1,082.3	1,129.6	1,247.0	1,335.4	1,392.9	1,412.8	1,448.6
Hispanic	383.8	417.3	471.7	519.3	534.9	618.0	680.0	782.4	866.6	955.0	988.8	1,045.6
White, non-Hispanic	9,076.1	9,194.0	9,833.0	9,997.1	9,814.7	9,920.6	10,283.2	10,722.5	10,989.8	10,875.4	10,600.0	10,427.0
Nonresident alien	218.7	252.6	305.0	331.3	334.6	344.7	361.2	391.5	416.4	447.7	457.1	455.9
4-year institutions	7,106.5	7,202.4	7,565.4	7,648.0	7,706.1	7,824.0	8,175.0	8,578.6	8,707.1	8,765.0	8,738.9	8,749.1
American Indian/Alaska Native	**35.0**	**34.8**	**36.9**	**38.6**	**38.1**	**39.6**	**42.1**	**47.9**	**51.1**	**54.9**	**58.5**	**61.2**
Asian/Pacific Islander	118.7	137.8	162.1	193.1	222.4	261.8	297.4	357.2	381.5	407.5	429.4	461.8
Black, non-Hispanic	603.7	611.8	634.3	612.3	617.0	615.1	656.3	722.8	757.8	791.2	813.7	833.6
Hispanic	173.6	190.4	216.6	228.7	246.1	278.4	296.0	358.2	382.9	410.0	432.0	462.7
White, non-Hispanic	5,999.0	6,027.1	6,274.5	6,305.6	6,300.4	6,337.0	6,581.6	6,768.1	6,791.0	6,744.3	6,639.5	6,565.3
Nonresident alien	176.5	200.5	240.9	269.8	282.1	292.1	301.5	324.3	342.8	357.0	365.9	364.5
2-year institutions	3,879.1	4,028.8	4,521.4	4,739.8	4,526.9	4,679.5	4,868.1	5,240.1	5,651.9	5,722.4	5,565.9	5,529.7
American Indian/Alaska Native	**41.2**	**43.1**	**47.0**	**49.1**	**45.5**	**50.5**	**50.4**	**54.9**	**62.6**	**64.4**	**63.2**	**66.2**
Asian/Pacific Islander	79.2	97.2	124.3	157.9	167.1	186.0	199.3	215.2	255.7	289.5	295.0	312.5
Black, non-Hispanic	429.3	442.6	472.5	489.2	458.7	467.2	473.3	524.3	577.6	601.6	599.0	615.0
Hispanic	210.2	226.9	255.1	290.6	288.8	339.6	383.9	424.2	483.7	545.0	556.8	582.9
White, non-Hispanic	3,077.1	3,166.9	3,558.5	3,691.5	3,514.3	3,583.6	3,701.5	3,954.3	4,196.8	4,131.2	3,960.6	3,861.7
Nonresident alien	42.2	52.0	64.1	61.5	52.5	52.6	59.6	67.1	73.5	90.6	91.2	91.4

NOTE: Because of underreporting/nonreporting of racial/ethnic data, figures are slightly lower than corresponding data in other tables, and figures prior to 1986 were estimated when possible. Data for 1994 are preliminary. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, various years; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys, various years. As published in NCES, *Digest of Education Statistics: 1991*, table 194, p. 199, 1991; *Digest of Education Statistics: 1992*, table 193, p.203, 1992; *Digest of Education Statistics: 1996*, table 202, p. 207, 1996; and *Digest of Education StaStatistics: 1997*, table 206, p. 214, 1997.

Table S3-2. Enrollment in institutions of higher education, by institution control and race/ethnicity: Selected years, fall 1976 to fall 1994

Institution control and race/ethnicity	1976	1978	1980	1982	1984	1986	1988	1990	1991	1992	1993	1994
						(Number in thousands)						
Public	8,641.0	8,769.8	9,456.4	9,695.2	9,456.4	9,713.9	10,156.4	10,844.7	11,309.5	11,384.6	11,189.1	11,133.7
American Indian/Alaska Native	**67.5**	**68.5**	**74.2**	**77.3**	**72.1**	**79.1**	**81.1**	**90.4**	**100.2**	**103.3**	**106.4**	**110.7**
Asian/Pacific Islander	165.7	195.4	239.7	295.6	322.7	370.7	405.7	460.9	516.3	565.9	586.3	622.1
Black, non-Hispanic	831.3	839.5	876.1	873.1	844.0	853.8	881.1	976.5	1,053.4	1,100.5	1,114.3	1,144.6
Hispanic	336.8	362.5	406.2	445.6	456.1	531.9	586.9	671.4	742.1	822.3	851.3	898.7
White, non-Hispanic	7,094.5	7,136.1	7,656.1	7,784.7	7,542.4	7,653.9	7,963.8	8,385.4	8,622.2	8,492.8	8,226.6	8,056.3
Nonresident alien	145.2	167.7	204.1	218.6	219.0	224.4	237.8	260.0	275.3	299.5	304.3	301.2
Private	2,344.6	2,461.4	2,630.4	2,692.8	2,776.6	2,789.7	2,886.7	2,973.9	3,049.4	3,102.8	3,115.7	3,145.1
American Indian/Alaska Native	**8.6**	**9.5**	**9.7**	**10.3**	**11.4**	**10.9**	**11.5**	**12.4**	**13.6**	**15.9**	**15.3**	**16.6**
Asian/Pacific Islander	32.1	39.6	46.7	55.4	66.8	77.0	91.0	111.5	120.9	131.1	138.2	152.2
Black, non-Hispanic	201.8	214.9	230.7	228.4	231.5	228.5	248.5	270.6	281.9	292.3	298.5	304.1
Hispanic	46.9	54.7	65.5	73.6	78.9	86.2	93.1	111.0	124.5	132.7	137.5	146.8
White, non-Hispanic	1,981.6	2,057.9	2,176.9	2,212.5	2,272.3	2,266.7	2,319.4	2,337.0	2,367.5	2,382.6	2,373.5	2,370.6
Nonresident alien	73.5	84.8	100.8	112.7	115.5	120.3	123.3	131.4	141.0	148.1	152.7	154.7

NOTE: Because of underreporting/nonreporting of racial/ethnic data, figures are slightly lower than corresponding data in other tables, and figures prior to 1986 were estimated when possible. Data for 1994 are preliminary. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, various years; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys, various years. As published in NCES, *Digest of Education Statistics: 1991*, table 194, p.199, 1991; *Digest of Education Statistics: 1992*, table 193, p. 203, 1992; *Digest of Education Statistics: 1993*, table 202, p. 207, 1993; *Digest of Education Statistics: 1996*, table 202, p. 207, 1996; and *Digest of Education Statistics: 1997*, table 206, p.214, 1997.

Table S3-3. Enrollment in institutions of higher education, by sex and race/ethnicity: Selected years, fall 1976 to fall 1994

Sex and race/ethnicity	1976	1978	1980	1982	1984	1986	1988	1990	1991	1992	1993	1994
						(Number in thousands)						
Men	5,794.4	5,621.5	5,868.1	5,999.2	5,858.3	5,884.5	5,998.2	6,283.9	6,501.8	6,524.0	6,427.5	6,371.9
American Indian/Alaska Native	38.5	36.8	37.8	39.9	37.4	39.4	39.1	43.1	47.6	50.2	51.2	53.0
Asian/Pacific Islander	108.4	126.3	151.3	189.0	210.0	239.1	259.2	294.9	325.1	351.5	363.1	385.0
Black, non-Hispanic	469.9	453.3	463.7	457.9	436.8	436.1	442.7	484.7	517.0	536.9	543.7	549.7
Hispanic	209.7	212.5	231.6	251.8	253.8	290.1	310.3	353.9	390.5	427.7	441.2	464.0
White, non-Hispanic	4,813.7	4,613.1	4,772.9	4,830.4	4,689.9	4,647.1	4,711.6	4,861.0	4,962.2	4,884.6	4,755.0	4,650.7
Nonresident alien	154.1	179.5	210.8	230.3	230.4	232.7	235.3	246.3	259.4	273.1	273.4	269.5
Women	5,191.2	5,609.6	6,218.7	6,388.6	6,374.7	6,619.0	7,044.9	7,534.7	7,857.1	7,963.4	7,877.4	7,906.9
American Indian/Alaska Native	37.6	41.0	46.1	47.8	46.1	50.6	53.4	59.7	66.1	69.1	70.5	74.4
Asian/Pacific Islander	89.4	108.7	135.2	162.0	179.5	208.7	237.5	277.5	312.0	345.6	361.3	389.3
Black, non-Hispanic	563.1	601.1	643.0	643.6	639.0	646.2	686.9	762.3	818.4	856.0	869.1	898.9
Hispanic	174.1	204.7	240.1	267.5	281.2	327.9	369.6	428.5	476.0	527.3	547.6	581.6
White, non-Hispanic	4,262.4	4,580.9	5,060.1	5,166.7	5,124.7	5,273.5	5,571.6	5,861.5	6,027.6	5,990.8	5,845.1	5,776.3
Nonresident alien	64.6	73.1	94.2	101.0	104.1	112.0	125.9	145.2	157.0	174.6	183.7	186.4

NOTE: Because of underreporting/nonreporting of racial/ethnic data, figures are slightly lower than corresponding data in other tables, and figures prior to 1986 were estimated when possible. Data for 1994 are preliminary. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, various years; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys, various years. As published in NCES, *Digest of Education Statistics: 1991*, table 195, p. 200, 1991; *Digest of Education Statistics: 1992*, table 194, p. 204, 1992; *Digest of Education Statistics: 1996*, table 203, p. 208, 1996; and *Digest of Education Statistics: 1997*, table 207, p. 215, 1997.

Table S3-4. Enrollment in institutions of higher education, by attendance status, institution level, and race/ethnicity: Fall 1990 to fall 1994

Attendance status, institution level, and race/ethnicity	1990	1991	1992	1993	1994	1990	1991	1992	1993	1994
	(Number)					*(Percent)*				
Full time										
4-year institutions	5,937,023	6,040,799	6,082,112	6,084,299	6,106,062	100.0	100.0	100.0	100.0	100.0
American Indian/Alaska Native	**33,010**	**35,521**	**38,306**	**41,613**	**43,309**	**0.6**	**0.6**	**0.6**	**0.7**	**0.7**
Asian/Pacific Islander	271,939	291,122	312,571	330,351	357,836	4.6	4.8	5.1	5.4	5.9
Black, non-Hispanic	508,731	538,170	561,847	576,730	587,645	8.6	8.9	9.2	9.5	9.6
Hispanic	245,983	265,296	285,938	304,011	325,426	4.1	4.4	4.7	5.0	5.3
White, non-Hispanic	4,623,839	4,641,652	4,602,567	4,545,398	4,501,579	77.9	76.8	75.7	74.7	73.7
Nonresident alien	253,521	269,038	280,883	286,196	290,267	4.3	4.5	4.6	4.7	4.8
2-year institutions	1,883,962	2,074,530	2,080,006	2,043,319	2,031,714	100.0	100.0	100.0	100.0	100.0
American Indian/Alaska Native	**21,432**	**25,639**	**26,910**	**25,867**	**28,088**	**1.1**	**1.2**	**1.3**	**1.3**	**1.4**
Asian/Pacific Islander	75,431	91,133	100,896	106,553	114,911	4.0	4.4	4.9	5.2	5.7
Black, non-Hispanic	209,616	239,777	239,081	240,795	246,459	11.1	11.6	11.5	11.8	12.1
Hispanic	148,764	174,440	188,790	195,460	210,255	7.9	8.4	9.1	9.6	10.3
White, non-Hispanic	1,392,618	1,503,853	1,478,528	1,426,829	1,382,343	73.9	72.5	71.1	69.8	68.0
Nonresident alien	36,101	39,688	45,801	47,815	49,658	1.9	1.9	2.2	2.3	2.4
Part time										
4-year institutions	2,641,531	2,666,254	2,682,857	2,654,637	2,643,018	100.0	100.0	100.0	100.0	100.0
American Indian/Alaska Native	**14,872**	**15,626**	**16,571**	**16,912**	**17,848**	**0.6**	**0.6**	**0.6**	**0.6**	**0.7**
Asian/Pacific Islander	85,285	90,366	94,954	99,023	103,945	3.2	3.4	3.5	3.7	3.9
Black, non-Hispanic	214,033	219,588	229,398	237,000	245,951	8.1	8.2	8.6	8.9	9.3
Hispanic	112,225	117,574	124,096	127,948	137,256	4.2	4.4	4.6	4.8	5.2
White, non-Hispanic	2,144,292	2,149,301	2,141,688	2,094,089	2,063,762	81.2	80.6	79.8	78.9	78.1
Nonresident alien	70,824	73,799	76,150	79,665	74,256	2.7	2.8	2.8	3.0	2.8
2-year institutions	3,356,121	3,577,370	3,642,384	3,522,546	3,497,996	100.0	100.0	100.0	100.0	100.0
American Indian/Alaska Native	**33,479**	**36,927**	**37,534**	**37,308**	**38,549**	**1.0**	**1.0**	**1.0**	**1.1**	**1.1**
Asian/Pacific Islander	139,785	164,530	188,601	188,496	197,226	4.2	4.6	5.2	5.4	5.6
Black, non-Hispanic	314,659	337,853	362,547	358,236	368,153	9.4	9.4	10.0	10.2	10.5
Hispanic	275,477	309,262	356,199	361,376	383,625	8.2	8.6	9.8	10.3	11.0
White, non-Hispanic	2,561,711	2,694,970	2,652,657	2,533,723	2,468,154	76.3	75.3	72.8	71.9	70.6
Nonresident alien	31,010	33,828	44,846	43,409	42,289	0.9	0.9	1.2	1.2	1.2

NOTE: Data for 1990, 1992, and 1993 may differ from that in prior publications due to corrections and the addition of late data. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys, various years. As published in NCES, *Trends in Enrollment in Higher Education, by Racial/Ethnic Category: Fall 1982 through Fall 1992*, tables 2c and 2d, p. 7, 1994; and *Enrollment in Higher Education: Fall 1986 through Fall 1994*, tables 2c and 2d, p. 7, 1996.

Table S3-5. Enrollment in institutions of higher education, by attendance status, institution control, and race/ethnicity: Fall 1990 to fall 1994

Attendance status, institution control, and race/ethnicity	1990	1991	1992	1993	1994	1990	1991	1992	1993	1994
	(Number)					*(Percent)*				
Full time										
Public	5,750,497	5,974,577	6,010,875	5,962,562	5,950,820	100.0	100.0	100.0	100.0	100.0
American Indian/Alaska Native	**45,931**	**51,703**	**54,764**	**56,928**	**60,069**	**0.8**	**0.9**	**0.9**	**1.0**	**1.0**
Asian/Pacific Islander	260,762	287,821	311,096	328,698	353,196	4.5	4.8	5.2	5.5	5.9
Black, non-Hispanic	523,326	569,439	589,337	603,169	617,763	9.1	9.5	9.8	10.1	10.4
Hispanic	312,138	346,232	376,909	395,860	425,881	5.4	5.8	6.3	6.6	7.2
White, non-Hispanic	4,426,238	4,527,091	4,473,926	4,368,008	4,282,465	77.0	75.8	74.4	73.3	72.0
Nonresident alien	182,102	192,291	204,843	209,899	211,456	3.2	3.2	3.4	3.5	3.6
Private	2,070,488	2,140,752	2,151,243	2,165,056	2,186,956	100.0	100.0	100.0	100.0	100.0
American Indian/Alaska Native	**8,511**	**9,457**	**10,452**	**10,552**	**11,338**	**0.4**	**0.4**	**0.5**	**0.5**	**0.5**
Asian/Pacific Islander	86,608	94,434	102,371	108,206	119,551	4.2	4.4	4.8	5.0	5.5
Black, non-Hispanic	195,021	208,508	211,591	214,356	216,341	9.4	9.7	9.8	9.9	9.9
Hispanic	82,609	93,504	97,819	103,611	109,800	4.0	4.4	4.5	4.8	5.0
White, non-Hispanic	1,590,219	1,618,414	1,607,169	1,604,219	1,601,457	76.8	75.6	74.7	74.1	73.2
Nonresident alien	107,520	116,435	121,841	124,112	128,469	5.2	5.4	5.7	5.7	5.9
Part time										
Public	5,094,220	5,334,986	5,373,692	5,226,526	5,182,860	100.0	100.0	100.0	100.0	100.0
American Indian/Alaska Native	**44,458**	**48,490**	**48,598**	**49,430**	**51,144**	**0.9**	**0.9**	**0.9**	**0.9**	**1.0**
Asian/Pacific Islander	200,202	228,480	254,814	257,536	268,489	3.9	4.3	4.7	4.9	5.2
Black, non-Hispanic	453,114	484,015	511,211	511,099	526,354	8.9	9.1	9.5	9.8	10.2
Hispanic	359,310	395,831	445,447	455,411	483,809	7.1	7.4	8.3	8.7	9.3
White, non-Hispanic	3,959,208	4,095,122	4,018,894	3,858,575	3,762,730	77.7	76.8	74.8	73.8	72.6
Nonresident alien	77,928	83,048	94,728	94,475	90,334	1.5	1.6	1.8	1.8	1.7
Private	903,432	908,638	951,549	950,659	958,154	100.0	100.0	100.0	100.0	100.0
American Indian/Alaska Native	**3,893**	**4,063**	**5,507**	**4,790**	**5,253**	**0.4**	**0.4**	**0.6**	**0.5**	**0.5**
Asian/Pacific Islander	24,868	26,416	28,741	29,983	32,682	2.8	2.9	3.0	3.2	3.4
Black, non-Hispanic	75,578	73,426	80,734	84,137	87,750	8.4	8.1	8.5	8.9	9.2
Hispanic	28,392	31,005	34,848	33,913	37,072	3.1	3.4	3.7	3.6	3.9
White, non-Hispanic	746,795	749,149	775,451	769,237	769,186	82.7	82.4	81.5	80.9	80.3
Nonresident alien	23,906	24,579	26,268	28,599	26,211	2.6	2.7	2.8	3.0	2.7

NOTE: Data for 1990, 1992, and 1993 may differ from that in prior publications due to corrections and the addition of late data. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys, various years. As published in NCES, *Trends in Enrollment in Higher Education, by Racial/Ethnic Category: Fall 1982 through Fall 1992*, tables 1c and 1d, p. 4, 1994, and, *Enrollment in Higher Education: Fall 1986 through Fall 1994*, tables 1d and 1e, p. 4, 1996.

Table S3-6. Enrollment in institutions of higher education, by attendance status, sex, and race/ethnicity: Fall 1990 to fall 1994

Attendance status, sex, and race/ethnicity	1990	1991	1992	1993	1994	1990	1991	1992	1993	1994
	(Number)					*(Percent)*				
Full time										
Men	3,807,752	3,929,375	3,926,905	3,890,571	3,855,183	100.0	100.0	100.0	100.0	100.0
American Indian/Alaska Native	**24,284**	**26,905**	**28,806**	**29,930**	**31,261**	**0.6**	**0.7**	**0.7**	**0.8**	**0.8**
Asian/Pacific Islander	182,355	198,669	212,714	222,947	239,166	4.8	5.1	5.4	5.7	6.2
Black, non-Hispanic	295,074	318,291	325,390	331,269	331,651	7.7	8.1	8.3	8.5	8.6
Hispanic	181,857	201,918	217,405	226,506	241,393	4.8	5.1	5.5	5.8	6.3
White, non-Hispanic	2,937,470	2,986,796	2,938,454	2,875,242	2,806,458	77.1	76.0	74.8	73.9	72.8
Nonresident alien	186,712	196,796	204,136	204,677	205,254	4.9	5.0	5.2	5.3	5.3
Women	4,013,233	4,185,954	4,235,213	4,237,047	4,282,593	100.0	100.0	100.0	100.0	100.0
American Indian/Alaska Native	**30,158**	**34,255**	**36,410**	**37,650**	**40,136**	**0.8**	**0.8**	**0.9**	**0.9**	**0.9**
Asian/Pacific Islander	165,015	183,586	200,753	213,957	233,581	4.1	4.4	4.7	5.0	5.5
Black, non-Hispanic	423,273	459,656	475,538	486,256	502,453	10.5	11.0	11.2	11.5	11.7
Hispanic	212,890	237,818	257,323	272,965	294,288	5.3	5.7	6.1	6.4	6.9
White, non-Hispanic	3,078,987	3,158,709	3,142,641	3,096,985	3,077,464	76.7	75.5	74.2	73.1	71.9
Nonresident alien	102,910	111,930	122,548	129,334	134,671	2.6	2.7	2.9	3.1	3.1
Part time										
Men	2,476,157	2,572,469	2,597,084	2,536,879	2,516,715	100.0	100.0	100.0	100.0	100.0
American Indian/Alaska Native	**18,846**	**20,711**	**21,432**	**21,223**	**21,372**	**0.8**	**0.8**	**0.8**	**0.8**	**0.9**
Asian/Pacific Islander	112,545	126,447	138,756	140,141	145,654	4.5	4.9	5.3	5.5	5.8
Black, non-Hispanic	189,624	198,716	211,492	212,412	217,952	7.7	7.7	8.1	8.4	8.7
Hispanic	172,063	188,627	210,300	214,664	227,609	6.9	7.3	8.1	8.5	9.0
White, non-Hispanic	1,923,515	1,975,412	1,946,140	1,879,746	1,839,110	77.7	76.8	74.9	74.1	73.1
Nonresident alien	59,565	62,556	68,964	68,693	64,418	2.4	2.4	2.7	2.7	2.6
Women	3,521,495	3,671,155	3,728,157	3,640,306	3,624,299	100.0	100.0	100.0	100.0	100.0
American Indian/Alaska Native	**29,606**	**31,842**	**32,673**	**32,997**	**34,426**	**0.8**	**0.9**	**0.9**	**0.9**	**0.9**
Asian/Pacific Islander	112,525	128,449	144,799	147,378	155,517	3.2	3.5	3.9	4.0	4.3
Black, non-Hispanic	339,068	358,725	380,453	382,824	396,152	9.6	9.8	10.2	10.5	10.9
Hispanic	215,639	238,209	269,995	274,660	293,272	6.1	6.5	7.2	7.5	8.1
White, non-Hispanic	2,782,488	2,868,859	2,848,205	2,748,066	2,692,806	79.0	78.1	76.4	75.5	74.3
Nonresident alien	42,269	45,071	52,032	54,381	52,127	1.2	1.2	1.4	1.5	1.4

NOTE: Data for 1990, 1992, and 1993 may differ from that in prior publications due to corrections and the addition of late data. Because of rounding details may not to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys, various years. As published in NCES, *Trends in Enrollment in Higher Education, by Racial/Ethnic Category: Fall 1982 thorugh Fall 1992*, tables 3a and 3b, p. 9, 1994; and *Enrollment in Higher Education: Fall 1986 through Fall 1994*, tables 3a and 3b, p. 9, 1996.

Table S3-7. Enrollment in institutions of higher education, by degree level and race/ethnicity: Selected years, fall 1976 to fall 1994

Degree level and race/ethnicity	1976	1978	1980	1982	1984	1986	1988	1990	1991	1992	1993	1994
						(Number in thousands)						
Undergraduate	9,419.0	9,665.8	10,469.1	10,788.7	10,610.8	10,798.0	11,304.2	11,959.1	12,439.3	12,537.7	12,324.0	12,262.6
American Indian/Alaska Native	**69.7**	**71.9**	**77.9**	**81.3**	**77.8**	**83.5**	**85.9**	**95.5**	**105.8**	**110.9**	**112.7**	**117.4**
Asian/Pacific Islander	169.3	202.8	248.7	308.2	343.0	393.0	436.6	500.5	558.7	613.0	634.2	674.1
Black, non-Hispanic	943.4	966.5	1,018.8	1,019.7	994.9	996.2	1,038.8	1,147.2	1,229.3	1,280.6	1,290.4	1,317.3
Hispanic	352.9	384.0	433.1	480.1	495.2	563.2	631.2	724.6	804.2	887.8	918.1	968.3
White, non-Hispanic	7,740.5	7,870.6	8,480.7	8,676.1	8,484.0	8,557.6	8,906.7	9,272.6	9,507.7	9,387.6	9,100.4	8,916.0
Nonresident alien	143.2	170.1	209.9	223.2	215.8	204.5	205.0	218.7	233.6	257.9	268.2	269.4
Graduate	1,322.5	1,310.4	1,340.9	1,320.8	1,343.7	1,435.1	1,471.9	1,586.2	1,639.1	1,668.7	1,688.4	1,721.5
American Indian/Alaska Native	**5.1**	**4.9**	**5.2**	**5.4**	**4.8**	**5.5**	**5.6**	**6.2**	**6.6**	**7.0**	**7.3**	**8.1**
Asian/Pacific Islander	24.5	27.5	31.6	35.0	37.1	43.4	45.7	53.2	57.6	61.5	65.2	72.6
Black, non-Hispanic	78.5	76.4	75.1	68.9	67.4	72.0	76.5	83.9	88.9	94.1	102.2	110.6
Hispanic	26.4	28.0	32.1	31.7	31.7	45.8	39.5	47.2	50.9	55.3	57.9	63.9
White, non-Hispanic	1,115.6	1,094.1	1,104.7	1,074.7	1,087.3	1,132.5	1,153.2	1,228.4	1,258.0	1,267.2	1,273.8	1,286.8
Nonresident alien	72.4	79.5	92.2	105.0	115.3	136.0	151.4	167.3	177.0	183.6	182.0	179.5
First-professional	244.1	255.0	276.8	278.3	278.5	270.4	267.1	273.4	280.5	280.9	292.4	294.7
American Indian/Alaska Native	**1.3**	**1.1**	**0.8**	**0.9**	**1.0**	**1.1**	**1.1**	**1.1**	**1.3**	**1.5**	**1.7**	**1.8**
Asian/Pacific Islander	4.1	4.8	6.1	7.7	9.3	11.4	14.4	18.7	20.8	22.5	25.0	27.6
Black, non-Hispanic	11.2	11.4	12.8	12.9	13.4	14.1	39.1	15.9	17.2	18.2	20.2	20.7
Hispanic	4.5	5.4	6.5	7.4	8.0	9.1	9.3	10.7	11.4	12.0	12.8	13.4
White, non-Hispanic	220.0	229.3	247.7	246.2	243.4	230.5	223.2	221.5	224.0	220.6	225.9	224.2
Nonresident alien	3.1	3.0	2.9	3.1	3.4	4.1	4.7	5.4	5.8	6.2	6.9	7.0

NOTE: Because of underreporting and nonreporting of racial/ethnic data, figures are slightly lower than corresponding data in other tables. Data for fall 1992 and fall 1993 have been revised from previously published figures. Data for 1994 are preliminary. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Fall Enrollment in Colleges and Universities" surveys, various years, and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys, various years. As published in NCES, *Digest of Education Statistics: 1991*, table 195, p. 200, 1991; *Digest of Education Statistics: 1992*, table 194, pp. 204-205, 1992; *Digest of Education Statistics: 1996*, table 203, p. 208-209, 1996, and *Digest of Education Statistics: 1997*, table 207, pp. 215-216, 1997.

4

Degrees Conferred on American Indians and Alaska Natives by Institutions of Higher Education

In 1993-94, 2.2 million degrees (associate's, bachelor's, master's, doctor's, and first professional) were awarded by institutions of higher education (IHEs). Of these, 13,262, or about 0.6 percent of the total, were awarded to American Indians and Alaska Natives [1] (figure 4-1 and summary table S4-1). This represents an increase from the 0.4 percent of all degrees that were earned by American Indians and Alaska Natives in 1976-77 (figure 4-1).

This chapter summarizes data on the number of degrees awarded to American Indians and Alaska Natives and on the characteristics of recent degree recipients, including their educational and employment experiences. Information is also presented on the IHEs and tribal colleges awarding the most degrees to American Indian and Alaska Native students. As in other chapters, comparisons are typically made between degrees attained by Native Americans and degrees attained by graduates at all IHEs. The summary tables referred to in the text appear at the end of the chapter.

HIGHLIGHTS

- Between 1976-77 and 1993-94, American Indians' and Alaska Natives' share of total degrees awarded by IHEs went from 0.4 percent to 0.6 percent of all degrees awarded (table 4-1).
- Between 1976-77 and 1993-94, the number of associate's degrees conferred increased by 95 percent for Native Americans compared with 31 percent for the total population of recipients. The number of bachelor's degrees conferred increased by 86 percent for Native Americans compared with 27 percent for degree recipients overall. The number of master's degrees awarded to American Indians and Alaska Natives increased by 75 percent, and the number of first-professional degrees increased by 89 percent compared to increases of 22 percent and 18 percent, respectively, for all degree recipients (table 4-1).
- American Indians and Alaska Natives were awarded 134 doctoral degrees in 1993-94, an increase of 41 percent from the number awarded in 1976-77. Overall, doctoral degree attainment increased by 30 percent over the same time period (table 4-1).

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[1] The terms "Native American" and "American Indian and Alaska Native" are used interchangeably throughout the chapter.

- Since 1976-77, American Indian and Alaska Native women as well as women overall increased their shares of the degrees awarded. By 1993-94 American Indian and Alaska Native women earned over half of the associate's, bachelor's, master's, and doctor's degrees awarded to Native Americans (table 4-3).

- In 1993-94, the three most frequent major fields of study for American Indian and Alaska Natives bachelor's degree recipients and all bachelor's degree recipients were business and management, social sciences, and education (figure 4-5).

- About one-third of master's (36 percent) and doctoral degrees (31 percent) awarded to American Indian and Alaska Natives in 1993-94 were in education (summary tables S4-3 and S4-4).

- In 1992-93, about 82 percent of American Indian and Alaska Native bachelor's degree recipients graduated from public institutions. Among all bachelor's degree recipients, about 65 percent graduated from public institutions (figure 4-7).

- About one-third (31 percent) of American Indian and Alaska Native bachelor's degree recipients began at 2-year institutions, and almost three-fourths (73 percent) had attended more than one higher education institution by graduation (figure 4-7).

- One year after graduation, 87 percent of both American Indian and Alaska Native bachelor's degree recipients and all bachelor's degree recipients were employed (figure 4-8).

- The average 1994 annual salary of 1992-93 Native American bachelor's degree recipients was $24,400. For all graduates, the average annual salary was $24,200 (summary table S4-6).

- One year after graduating with a bachelor's degree, about 9 percent of American Indians and Alaska Natives were full-time students and 6 percent were part-time students. Among all bachelor's degree graduates, about 12 percent were enrolled full time and 6 percent were enrolled part time (figure 4-10).

- Among American Indians and Alaska Natives, the median registered years from baccalaureate to doctoral degree was 7.5 years. Among all doctoral degree recipients, the median was 7.2 years (table 4-4).

- Among American Indian and Alaska Native doctoral degree recipients, about 74 percent planned on employment and 22 percent planned on postdoctoral study. This distribution of future plans resembled those of the total population of U.S. citizens who were doctoral recipients (figure 4-12).

- Similar to the total doctoral degree recipients, the percentage of American Indian and Alaska Natives having commitments to do postdoctoral study has increased, rising from 13 percent in 1979 to 26 percent in 1994 (figure 4-13).

Sources of Data

The three major sources of data on degree completions and degree recipients used in this chapter are (1) the NCES Integrated Postsecondary Educational Data System (IPEDS) Completions survey, (2) the NCES Baccalaureate and Beyond Longitudinal Study (B&B) on the characteristics of bachelor's degree recipients and their employment and educational status 1 year after graduation, and (3) the Survey of Earned Doctorates (SED) on the characteristics and plans of doctoral recipients at the time of degree completion.

The IPEDS Completions survey. The completions data presented in this chapter are a subset of the data collected annually from all postsecondary institutions through the IPEDS Completions survey. The data discussed are for those institutions accredited at the college level by an agency recognized by the U.S. Department of Education. These accredited schools are known as institutions of higher education (IHEs), and they numbered about 3,600 institutions in 1993-94. IPEDS data have been used in conjunction with data from the Higher Education General Information System (HEGIS) Degrees and Other Formal Awards Conferred survey to present historical trends. The HEGIS survey was replaced by the IPEDS survey in 1986.

Both HEGIS and IPEDS surveys are censuses of all institutions and, hence, are not subject to sampling error. Data have been imputed for nonresponding institutions and for partially missing data. Response rates are high, typically around 95 percent, thus reducing the need for data imputation. For example, in 1992, the percentage of degrees imputed ranged from 1.0 percent for male recipients of bachelor's degrees to 5.5 percent for male recipients of associate's degrees.

In the Completions survey, data are collected by type of degree, program, and sex and race/ethnicity of the student. Data by major represent program classifications following the 1990 version of the Classification of Instructional Programs (CIP), the standard U.S. Department of Education classification scheme. It should be noted that minorities reported in the data were U.S. citizens or those with resident status. In 1993-94, nonresident aliens accounted for about 6 percent of all degrees awarded, about 3 percent of bachelor's degrees awarded, about 12 percent of all master's awarded, and about 27 percent of doctor's degrees awarded.[2]

Baccalaureate and Beyond. The second source of data for this chapter is the NCES Baccalaureate and Beyond survey, based on a sample drawn from participants in the 1993 National Postsecondary Student Aid Study (NPSAS:93) who received their bachelor's degrees between July 1992 and June 1993. Approximately 12,500 NPSAS:93 respondents were identified as eligible for the first B&B followup survey; 1,500 were later found to be ineligible. The final number of respondents was 10,080, and fewer than 100 of them were American Indians or Alaska Natives. The B&B study only followed NPSAS respondents; nonrespondents were not included in the followup B&B sample. The unweighted response rate to NPSAS:93 for the NPSAS:93 respondents who were also part of the B&B cohort was about 72 percent. The subsequent B&B followup survey response rate was 92 percent.

The B&B study was conducted between July and December of 1994, about 1 year after respondents had completed their bachelor's degrees. The data cover employment and education outcomes as well as degree recipient and institutional characteristics. The sample included a small number of American Indian and Alaska Natives (75 Native Americans of which 70 responded). Thus, the standard errors are higher for American Indians and Alaska Natives than for any of the other racial/ethnic groups.

The Survey of Earned Doctorates. Statistics are also presented from the Survey of Earned Doctorates (SED), a census of all recipients of doctoral degrees conferred by U.S. institutions. The survey is jointly sponsored by the National Science Foundation, the U.S. Department of Education, the National Endowment for the Humanities, the U.S. Department of Agriculture, and the National Institute of Health. The SED questionnaire, which solicits information on field of study, sex, race/ethnicity, financial support, time to degree, and immediate postgraduation plans, is distributed with cooperation from graduate school deans and completed by graduates as they finish the requirements for their degrees. Degrees are reported from July 1 through June 30 of the following year. Both research and applied-research degrees, such as Ph.D., D.Sc., and Ed.D., in all fields are included. However, professional degrees, such as M.D., D.D.S., J.D., and Psy.D., are not covered. Response rates for the SED average 95 percent.

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[2] As published in NCES, *Digest of Education Statistics: 1996*, tables 260, 263, and 266, pp. 287, 290, and 293, 1996.

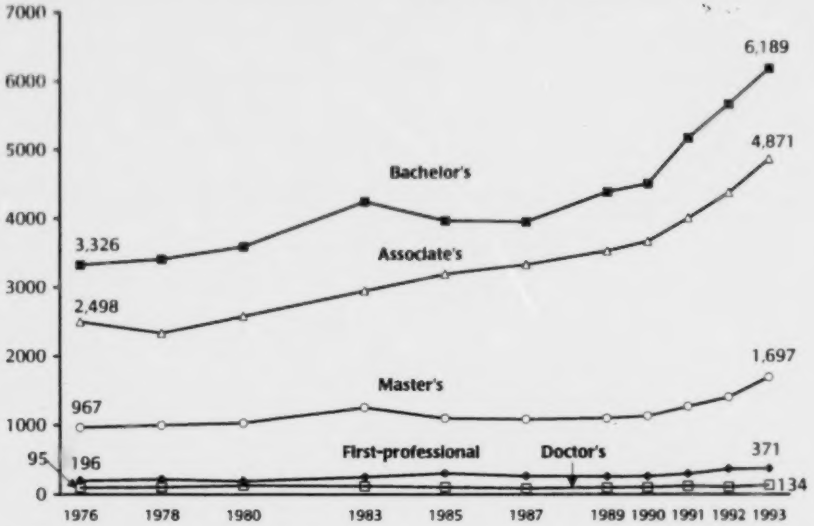
TOTAL NUMBER OF DEGREES CONFERRED

The percent increase in degrees awarded was larger for American Indians and Alaska Natives than for the total IHE degree recipients in each of the degree categories (associate's, bachelor's, master's, first professional, and doctor's). Between 1976-77 and 1993-94, the number of associate's degrees awarded to American Indians and Alaska Natives increased from 2,498 to 4,871 (a 95 percent increase), and the number of bachelor's degrees increased from 3,326 to 6,189 (an 86 percent increase; figure 4-1 and figure 4-2). During the same time period, the total number of associate's degrees awarded increased by about 31 percent and the total number of bachelor's degrees awarded increased by about 27 percent (figure 4-2).

The total number of master's degrees awarded to American Indians and Alaska Natives increased from 967 in 1976-77 to 1,697 in 1993-94, and first-professional degrees, from 196 to 371 (figure 4-1). These increases of 76 percent and 89 percent, respectively, compare favorably with the 22 percent increase in master's degrees and 18 percent increase in first-professional degrees for all degree recipients (figure 4-2). The 41 percent increase in American Indian and Alaska Native doctoral degree recipients was more similar to the 30 percent increase experienced by the nation. In 1994, 134 doctor's degrees were awarded to American Indians and Alaska Natives according to IPEDS (summary table S4-1), and 145 degrees were awarded according to the SED.[3,4]

Figure 4-1

Number of degrees conferred to American Indians and Alaska Natives in institutions of higher education: 1977-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, various years; and Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys, various years. As published in NCES, *Digest of Education Statistics: 1996,* tables 256, 259, 262, 265, and 268, pp. 283, 286, 289, 292, and 295, 1996; and *Digest of Education Statistics: 1997,* tables 262, 265, 268, 271, and 274, pp. 292, 298, 301, and 304, 1997.

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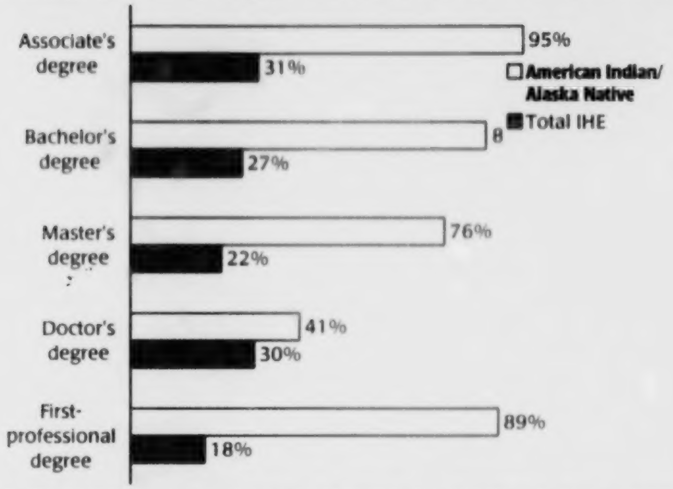
[3] National Research Council, "Survey of Earned Doctorates", 1994. As published in National Research Council, *Doctorate Recipients from United States Universities: Summary Report 1994,* appendix table B-2, p. 78, 1994.

[4] Differences in data reported on IPEDS and the SED may be related to the instability of racial/ethnic identification. See Chapter 1 for additional information. Unless otherwise noted, all discussion of doctoral degrees is based on IPEDS data.

Figure 4-2

Percent change in degrees conferred to American Indian and Alaska Native degree recipients and total degree recipients in institutions of higher education: 1976-77 to 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" survey, 1976-77, and Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, 1993-94. As published in NCES, *Digest of Education Statistics: 1996*, tables 256, 259, 262, 265, and 268, pp. 283, 286, 289, 292, and 295, 1996; and *Digest of Education Statistics: 1997*, tables 262, 265, 268, 271, and 274, pp. 292, 298, 301, and 304, 1997.

Percent of total. The above average rates of increase in degree recipients have resulted in a slightly larger share of the total degrees being received by American Indians and Alaska Natives since 1976-77. In 1993-94, the American Indian and Alaska Native share of associate's degrees was 0.9 percent compared with 0.6 percent two decades earlier (table 4-1). For bachelor's degrees, the percentage increased from 0.4 percent to 0.5 percent. At postbaccalaureate degree levels, Native Americans were awarded 0.4 percent of master's degrees, 0.5 percent of first-professional degrees, and 0.3 percent of doctor's degrees. While there was some increase in Native American's share in each of the degree types over the period from 1976-77 to 1993-94, the smallest increase occurred among doctor's degrees (0.29 percent in 1976-77 and 0.31 percent in 1993-94).

Table 4-1

Total degrees awarded to American Indian and Alaska Native degree recipients and total degree recipients in institutions of higher education, by degree level: 1976-77 and 1993-94

Degree level	1976-77			1993-94		
	Total	American Indian/ Alaska Native		Total	American Indian/ Alaska Native	
		Total	Percent		Total	Percent
Total	1,736,537	**7,082**	**0.4**	2,210,882	**13,366**	**0.6**
Associate's degrees	404,956	**2,498**	**0.6**	529,106	**4,871**	**0.9**
Bachelor's degrees	917,900	**3,326**	**0.4**	1,165,973	**6,189**	**0.5**
Master's degrees	316,602	**967**	**0.3**	385,419	**1,697**	**0.4**
Doctor's degrees	33,126	**95**	**0.3**	43,149	**134**	**0.3**
First-professional degrees	63,953	**196**	**0.3**	75,418	**371**	**0.5**

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" survey, 1976-77; and Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, 1993-94. As published in NCES, *Digest of Education Statistics: 1996*, tables 256, 259, 262, 265, and 268, pp. 283, 286, 289, 292, and 295, 1996; and *Digest of Education Statistics: 1997*, tables 262, 265, 268, 271, and 274, pp. 292, 298, 301, and 304, 1997.

These increases in the percentage of degrees awarded to American Indians and Alaska Natives are consistent with the increasing levels of American Indian and Alaska Native enrollment in higher education. In 1976, Native Americans composed 0.7 percent of undergraduate enrollments, 0.4 percent of graduate enrollments, and 0.4 percent of first-professional enrollments. By 1994, Native Americans were 1 percent of undergraduate enrollments, 0.5 percent of graduate enrollments, and 0.7 percent of first-professional degree enrollments (see summary table S2-9). Native American degree attainment, however, does not yet match these enrollment shares.

Population growth and degree attainment. To some extent the increases in the number and proportion of total degrees awarded to American Indians and Alaska Natives reflect population changes. Between 1980 and 1994, the total American Indian and Alaska Native population grew by 56 percent, thus composing 0.9 percent of the total 1994 U.S. resident population (table 4-2). Among those 20 to 24 years old, the ages when college graduation typically occurs, the Native American population increased by 26 percent from 1980 to 1994, reaching 1 percent of the total age group. A comparison of American Indian and Alaska Native representation in the population aged 20 to 24 with American Indian and Alaska Native degree attainment revealed that Native Americans only matched their population representation in associate's degree attainment. At all other degree levels, American Indians and Alaska Natives did not attain a share of degrees equal to their share of the total population aged 20 to 24.

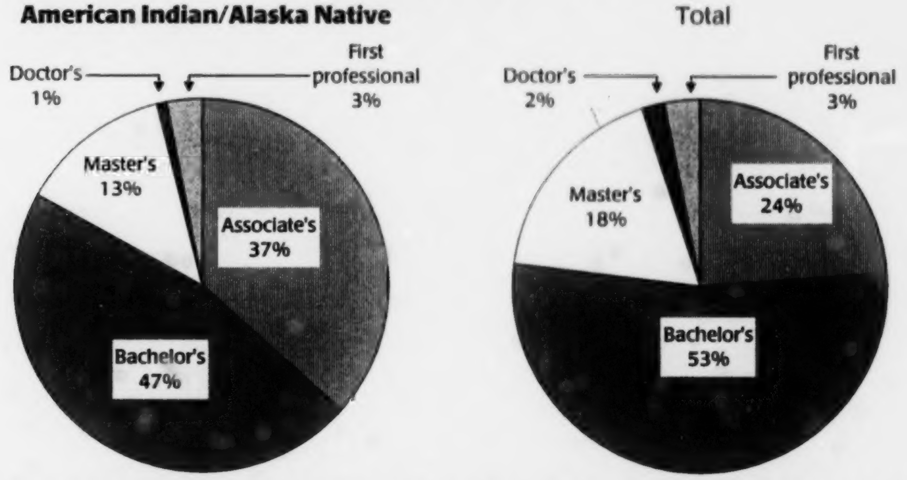
Table 4-2
American Indian and Alaska Native population and total U.S. resident population: 1980, 1990, and 1994

Population	1980	1990	1994	Percent change 1980-94
	(In thousands)			
Total American Indian/ Alaska Native	**1,420**	**2,065**	**2,210**	**55.6**
Aged 20-24	**149**	**179**	**187**	**25.5**
Total U.S. resident	226,546	248,718	260,341	14.9
Aged 20-24	21,319	19,135	18,326	-14.0

SOURCE: United States Department of Commerce, Bureau of Census, Current Population Reports, P25-1095; and Population Paper Listing 21. As published in *Statistical Abstract of the United States: 1995*, table 21, p. 21, 1995.

Distribution of degrees by level. Considering all degrees taken together, American Indians and Alaska Natives were somewhat more likely to be receiving associate's degrees and less likely to be obtaining bachelor's, master's, or doctor's degrees than all students in IHEs. Among American Indian and Alaska Native degree recipients in 1993-94, 47 percent received degrees at the bachelor's level; 37 percent, associate degrees; 13 percent, master's; and 1 percent, doctor's degrees (figure 4-3). Among all degree recipients, the majority received bachelor's degrees (53 percent), and 24 percent received associate's degrees.

Figure 4-3
Percent distribution of degrees awarded to American Indian and Alaska Native degree recipients and total degree recipients in institutions of higher education, by degree level: 1993-94



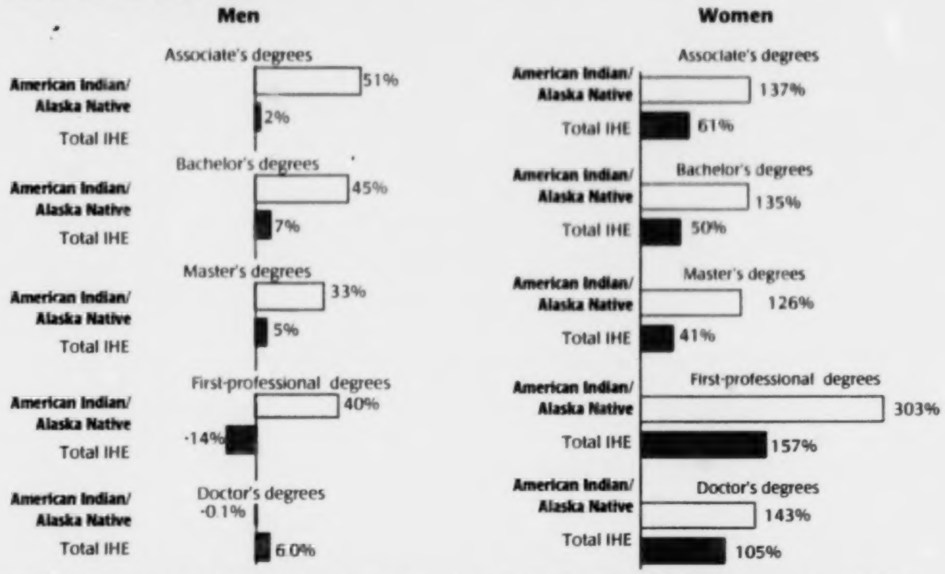
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, 1993-94. As published in NCES, *Digest of Education Statistics: 1996*, tables 256, 259, 262, 265, and 268, pp. 283, 286, 289, 292, and 295, 1996; and *Digest of Education Statistics: 1997*, tables 262, 265, 268, 271, and 274, pp. 292, 298, 301, and 304, 1997.

Changes in degree distribution by sex. Between 1976-77 and 1993-94, the rate of increase among all IHE degrees has been higher for women than for men (figure 4-4). This pattern held for Native American degree recipients as well as for all IHE degree recipients. For example, among the total bachelor's degree recipients, degrees awarded to women increased by 50 percent while degrees awarded to men increased by only 7 percent (7 to 1). Among Native Americans, female bachelor's degree recipients increased by 135 percent while male bachelor's degree recipients increased by 45 percent (3 to 1). For all master's degree recipients, degrees awarded to women increased by 41 percent and to men by only 5 percent. Among American Indians and Alaska Natives the rate of increase in master's degrees was 126 percent for women and 33 percent for men (figure 4-4).

Among doctoral degree recipients, degrees awarded to American Indian and Alaska Native women increased by 143 percent, while degrees awarded to American Indian and Alaska Native men decreased slightly (less than 1 percent). For all doctor's degree recipients, degrees awarded to women increased by 105 percent and degrees awarded to men increased by 6 percent.

Figure 4-4

Percent change in degrees conferred to American Indian and Alaska Native degree recipients and total degree recipients in institutions of higher education, by sex and degree level: 1976-77 to 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" survey, 1976-77; and Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, 1993-94. As published in NCES, *Digest of Education Statistics: 1996*, tables 256, 259, 262, 265, and 268, pp. 283, 286, 289, 292, and 295, 1996.

The increases in women degree earners are reflected in the relative distribution of degrees between men and women over the past two decades. For example, in 1976-77, Native American women were awarded 46 percent of all bachelor's degrees earned by Native Americans (table 4-3). By 1993-94, their share of bachelor's degrees reached 58 percent, and they were also earning the majority of associate's, master's, and doctor's degrees awarded. Their share of first-professional degrees increased from 19 percent in 1976-77 to 40 percent in 1993-94.

Table 4-3

Percent distribution of degrees awarded to American Indian and Alaska Native degree recipients and total degree recipients in institutions of higher education, by sex and degree level: 1976-77, 1986-87, and 1993-94

Degree level	1976-77		1986-87		1993-94	
	Men	Women	Men	Women	Men	Women
Total degrees						
Total	54.6	45.4	48.4	51.6	45.1	54.9
American Indian/ Alaska Native	**53.2**	**46.8**	**44.2**	**55.8**	**41.0**	**59.0**
Associate's degrees						
Total	51.8	48.2	43.7	56.3	40.5	59.5
American Indian/ Alaska Native	**48.7**	**51.3**	**39.5**	**60.5**	**37.7**	**62.3**
Bachelor's degrees						
Total	53.9	46.1	48.5	51.5	45.5	54.5
American Indian/ Alaska Native	**54.2**	**45.8**	**45.8**	**54.2**	**42.3**	**57.7**
Master's degrees						
Total	52.9	47.1	48.8	51.2	45.5	54.5
American Indian/ Alaska Native	**53.9**	**46.1**	**47.0**	**53.0**	**40.7**	**59.3**
Doctor's degrees						
Total	75.6	24.4	64.8	35.2	61.5	38.5
American Indian/ Alaska Native	**70.5**	**29.5**	**54.3**	**45.7**	**49.3**	**50.7**
First-professional degrees						
Total	81.3	18.7	65.0	35.0	59.3	40.7
American Indian/ Alaska Native	**81.1**	**18.9**	**60.2**	**39.8**	**59.8**	**40.2**

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" survey, 1976-77; and Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys, 1986-87 and 1993-94. As published in NCES, *Digest of Education Statistics: 1996*, tables 256, 259, 262, 265, and 268, pp. 283, 286, 289, 292, and 295, 1996.

Major Field of Study of Degrees Conferred

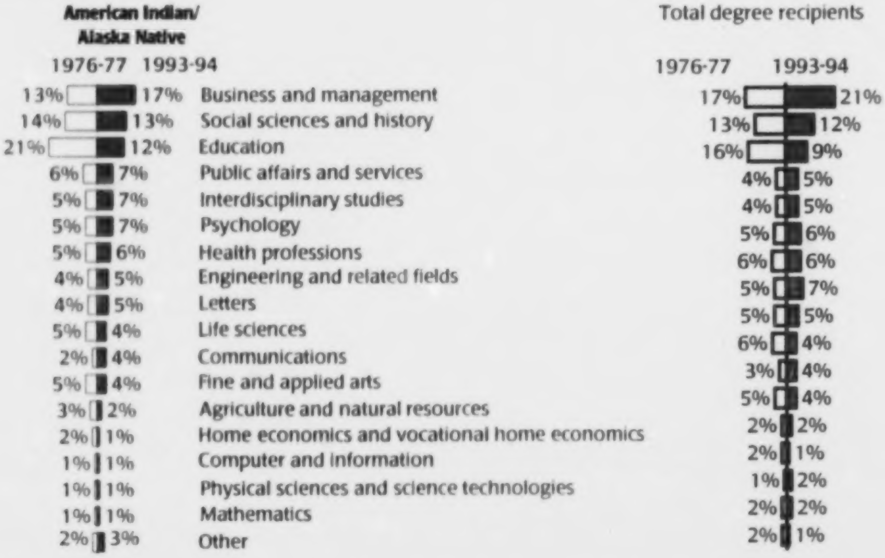
This section discusses degrees awarded by major field of study. In order to facilitate trend comparisons among major fields of study, certain aggregations have been made of the degree fields as reported in the HEGIS "Degrees and Other Formal Awards Conferred" surveys and the IPEDS "Completions" surveys. For example, the "Agriculture and natural resources" field includes agribusiness and agriculture production, agricultural sciences, and conservation and renewable natural resources; the "Business management and administrative services" field includes business and management, business and office, marketing and distribution, and consumer and personal services; the "Communications" field includes communications and communications technologies; "Engineering and related fields" includes construction trades, engineering, engineering-related technologies, and mechanics and repairers; the "Letters" field includes English language and literature/letters and philosophy and religion; the "Life sciences" field includes biological sciences/life sciences; the "military science" field includes R.O.T.C. and military technologies; the "Public affairs and services" field includes parks, recreation, leisure and fitness studies, protective services, public administration and services, and transportation and material moving; the "Fine and applied arts" includes visual and performing arts and precision production trades; and the "Interdisciplinary studies" field includes liberal arts and sciences, general studies, and humanities and multi/interdisciplinary studies. These aggregations have been made on all figures contained in this section as well as on the corresponding summary and appendix tables.

Associate's degrees. The distribution of associate's degrees by major field of study for all degree recipients and for American Indians and Alaska Natives was similar (summary table S4-2). In 1993-94, about one-third of the associate's degrees awarded to American Indians and Alaska Natives and all degree recipients were in interdisciplinary studies. The next most frequent majors for both groups were business and management and health professions (summary table S4-2).

Bachelor's degrees. In 1993-94, the largest percentage of both American Indians and Alaska Natives and all bachelor's degree recipients majored in business and management (figure 4-5). Social sciences and education were the next most commonly chosen majors for both groups. Seventeen years earlier, in the mid-1970s, education was the most popular major among Native Americans with 21 percent of bachelor's degree recipients earning degrees in this field. Education was also a popular major for all students, with 16 percent of all bachelor's degrees earned in education. By 1993-94, the proportion of degrees in education for both groups had decreased to 12 percent and 9 percent, respectively. Meanwhile, the percentage of Native American students earning degrees in business and management increased from 13 percent to 17 percent. Among all bachelor's degree recipients, the percentage of degrees awarded in business and management increased from 17 percent to 21 percent. Several other fields experienced increases in the percentage of degrees conferred to both groups, including engineering, public affairs and services, and communications.

Figure 4-5

Percent distribution of bachelor's degrees awarded to American Indian and Alaska Native degree recipients and total degree recipients in institutions of higher education, by selected major field of study: 1976-77 and 1993-94

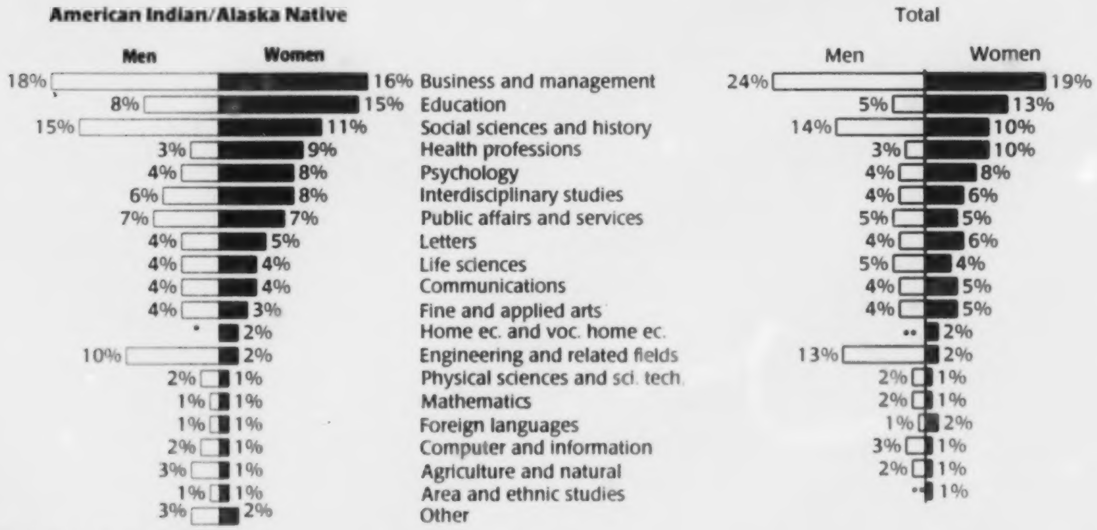


SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Surveys (HEGIS), "Degrees and Other Formal Awards Conferred" survey, 1976-77; and Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, 1993-94. As published in NCES, *Digest of Education Statistics: 1980*, table 111, pp. 125-126, 1980 and *Digest of Education Statistics: 1996*, table 260, p. 287, 1996.

An examination of American Indian and Alaska Native and all bachelor's degree recipients by sex revealed that women were more likely than men to major in education, health, and psychology. Men were more likely than women to major in engineering, physical sciences, social sciences, computer and information systems, and agriculture and natural resources (figure 4-6).

Figure 4-6

Percent distribution of bachelor's degrees awarded to American Indian and Alaska Native degree recipients and total degree recipients in institutions of higher education, by sex and selected major field of study: 1993-94



**Less than 0.5 percent.

NOTE: Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, 1993-94. As published in NCES, *Digest of Education Statistics: 1996*, table 260, p. 287, 1996.

Master's and doctor's degrees. In both 1976-77 and 1993-94, education was the most frequently selected major field of study among Native Americans and all master's and doctor's degree recipients (summary tables S4-3 and S4-4). At the master's degree level for Native Americans, business and management followed by public affairs and services were the next most popular fields of study in 1976-77 and 1993-94 (summary table S4-3). Similar results were found for all master's degree recipients with the exception that the percentage of engineering graduates exceeded the percentage of public affairs and services graduates.

At the doctorate level, the distribution of degrees has also changed somewhat over the past 20 years (summary table S4-4). In 1976-77, the three most frequently chosen doctoral fields by American Indian and Alaska Native students were education, life sciences, and psychology. Two decades later, the three most frequently selected fields were education, social sciences, and psychology. Although, psychology still ranked third as a field of study, a smaller percentage of Native Americans were pursuing it (8 percent versus 12 percent). The three most popular fields of study for all doctorate recipients in 1976-77 were education, social sciences, and life sciences. In 1993-94, they were replaced with education, engineering, and physical sciences.

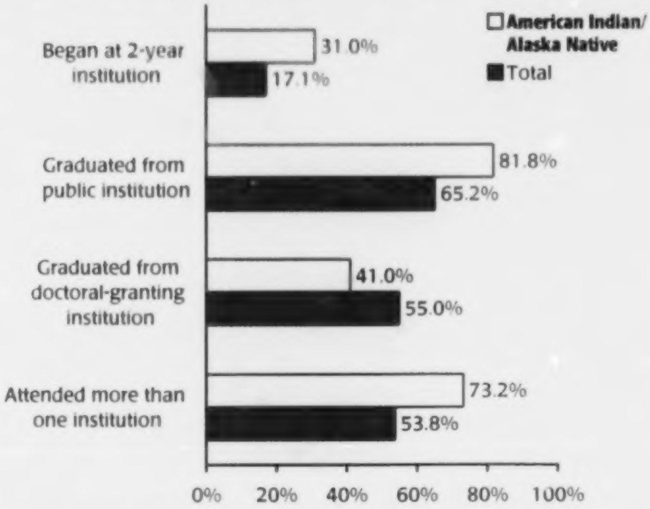
First-professional degrees. In 1993-94, over half (60 percent) of the first-professional degrees awarded to American Indians and Alaska Natives were in law and 18 percent were in medicine (M.D. degrees). About 4 percent were in theological studies and the rest were in various health-related fields, such as dentistry or chiropractic (summary table S4-5). The distributions for total first-professional degree recipients and American Indians and Alaska Native first-professional degree recipients were similar.

CHARACTERISTICS OF BACHELOR'S DEGREE RECIPIENTS

Using data primarily from the NCES Baccalaureate and Beyond Longitudinal Study, this section presents data on the employment and educational status of 1992-93 bachelor's degree recipients as of April 1994, about 1 year following graduation. It begins with a brief examination of the types of institutions that bachelor's degree recipients attended and the ones from which they received their degrees. This is followed by an analysis of their employment outcomes, including levels of employment, salaries, and occupational fields. The section concludes with a discussion of post-baccalaureate enrollment.

Characteristics of institutions awarding bachelor's degrees. Almost a third (31 percent) of 1992-93 American Indian and Alaska Native bachelor's degree recipients began at 2-year institutions. Among the total IHEs, about 17 percent of the total graduates began at 2-year institutions (figure 4-7). Among 1992-93 graduates, at the time of graduation, over three-fourths (82 percent) of Native Americans received their degrees from public institutions. About 73 percent of American Indians and Alaska Natives reported they had attended more than one institution by the time they graduated. Among all bachelor's degree recipients, 65 percent graduated from public institutions and 54 percent attended more than one institution.

Figure 4-7
Selected institution-related characteristics of 1992-93 American Indian and Alaska Native bachelor's degree recipients and 1992-93 total bachelor's degree recipients: 1994



SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 Baccalaureate and Beyond Longitudinal Study First Followup" (B&B 93/94), Data Analysis System. As published in NCES, *A Descriptive Summary of 1992-93 Bachelor's Degree Recipients 1 Year Later*, tables I.3 and IV.1, pp. 36 and 105, 1996.

Among Native American 1992-93 bachelor's degree recipients, 87 percent were employed one year following graduation (figure 4-8). The percentage unemployed was 4.3 percent (figure 4-8), while the unemployment rate was 4.7 percent.[5] Among all 1992-93 bachelor's degree recipients, 87 percent had found employment one year after graduation. An additional 4.5 percent were unemployed and the unemployment rate was 4.9 percent.[6] While the unemployment rates reported for both American Indians and Alaska Natives and all graduates were relatively low, a portion of each group reported having some period of unemployment following graduation (figure 4-9).

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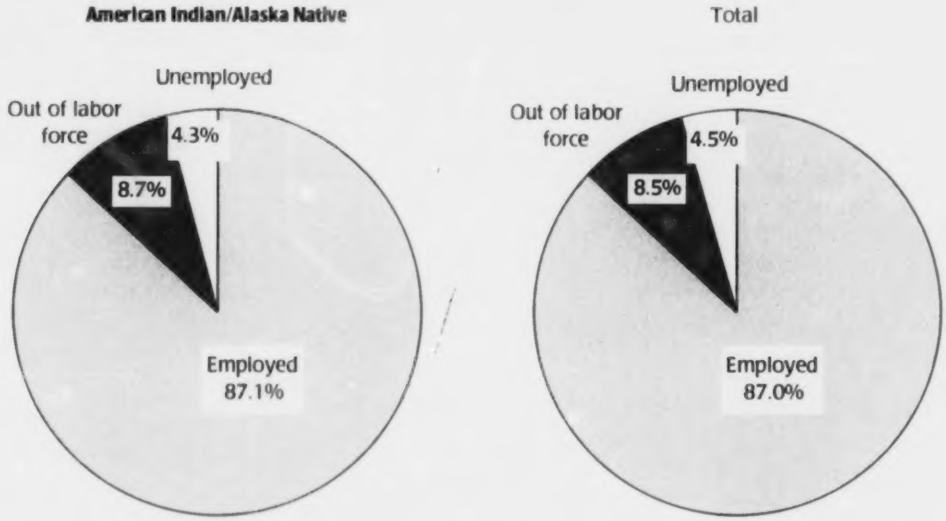
[5] The unemployment rate is the number unemployed taken as a percent of those in the labor force. Those not in the labor force are excluded from the denominator. The percent unemployed is the number unemployed as a percent of the total.

About three-fourths (74 percent) of Native American 1992-93 bachelor's degree recipients reported they had jobs with at least some career potential (figure 4-9). Only 55 percent, however, reported they had jobs that required a bachelor's degree. Among all 1992-93 bachelor's degree recipients, 72 percent reported having a job with at least some career potential and 56 percent said they had jobs that required a bachelor's degree.

Figure 4-8

Employment status of 1992-93 American Indian and Alaska Native bachelor's degree recipients and 1992-93 total bachelor's degree recipients: 1994



NOTE: The percent unemployed (calculated as a percent of the total) should be distinguished from the unemployment rate, which is calculated on the basis of the number in the labor force and excludes those out of the labor force from the denominator. The unemployment rate for American Indian and Alaska Native graduates was 4.7 percent, and the unemployment rate for the total was 4.9 percent in 1994. Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 Baccalaureate and Beyond Longitudinal Study First Followup" (B&B:93/94), Data Analysis System. As published in NCES, *A Descriptive Summary of 1992-93 Bachelor's Degree Recipients 1 Year Later*, table II.1, p. 62, 1996.

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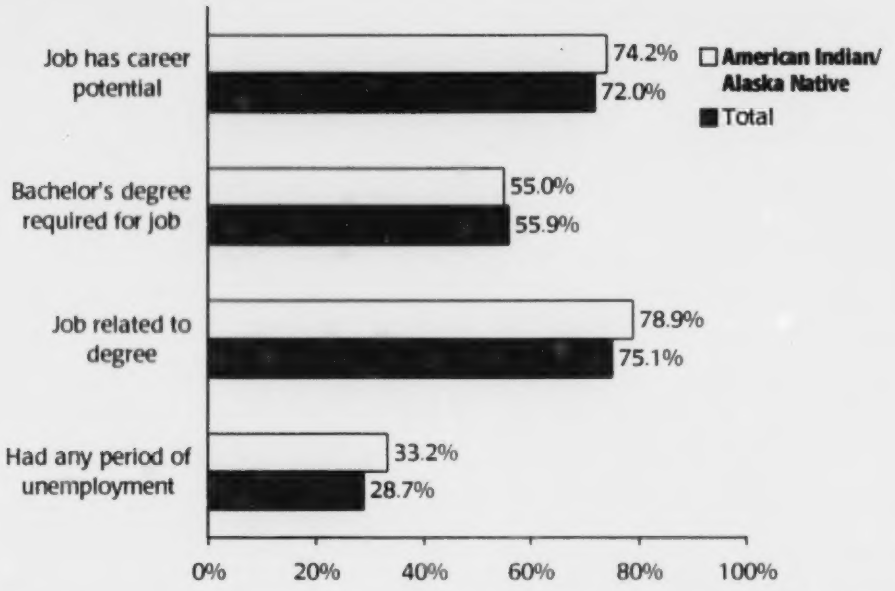
[6] Note 5.

Figure 4-9

Employment characteristics of 1992-93 American Indian and Alaska Native bachelor's degree recipients and 1992-93 total bachelor's degree recipients: 1994



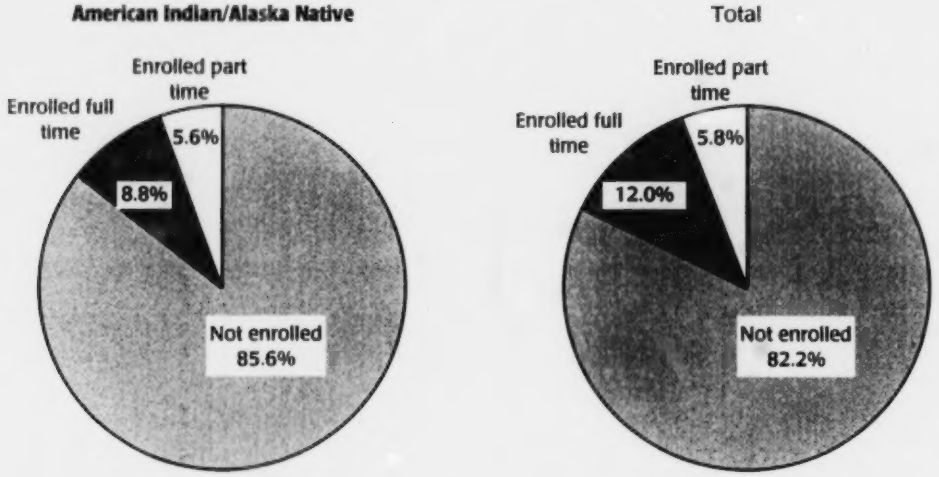
SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 Baccalaureate and Beyond Longitudinal Study First Followup" (B&B:93/94), Data Analysis System. As published in NCES, *A Descriptive Summary of 1992-93 Bachelor's Degree Recipients 1 Year Later*, tables II.2 and II.6, pp. 65 and 76, 1996.

The average annual salary reported was $24,403 for American Indians and Alaska Natives and $24,195 for the total 1992-93 graduates. The most frequent occupations among Native American bachelor's degree recipients were business and management, administrative, clerical support, and school teaching (summary table S4-6).

Postbaccalaureate enrollment. One year after bachelor's degree completion, 9 percent of American Indians and Alaska Natives were enrolled as full-time students and 6 percent were enrolled as part-time students. Among total graduates, about 12 percent were enrolled full time and another 6 percent were enrolled part time (figure 4-10).

Figure 4-10

Post-degree enrollment of 1992-93 American Indian and Alaska Native bachelor's degree recipients and 1992-93 total bachelor's degree recipients, by attendance status: 1994



NOTE: Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 Baccalaureate and Beyond Longitudinal Study First Followup" (B&B:93/94), Data Analysis System. As published in NCES, *A Descriptive Summary of 1992-93 Bachelor's Degree Recipients 1 Year Later*, table III.1a, p. 82, 1996.

CHARACTERISTICS OF DOCTORAL RECIPIENTS

This section summarizes recent information from the Survey of Earned Doctorates (SED), including data on the length of time it took to complete a doctoral degree, the postgraduate plans and commitments of degree recipients, and sources of funding used by graduates.

Time to degree. Data on time to doctoral degrees as collected by the SED include two different measures: (1) total median years from baccalaureate degree, which measures the number of years elapsed between the receipt of the baccalaureate and the receipt of the doctorate; and (2) median registered years from baccalaureate to doctorate, which measures the amount of time a student is actually enrolled in graduate school, including master's degrees and nondegree programs (table 4-4). In 1994, the median total time from baccalaureate to doctorate for American Indians and Alaska Natives was 14.6 years, compared to 10.8 years for the total population of doctoral degree recipients.

Table 4-4

Number of years to doctor's degrees from bachelor's degree award for U.S. citizen doctor's recipients, by broad field and race/ethnicity: 1994

Citizenship and race/ethnicity	All fields	Physical Science*	Engi-neering	Life Science	Social Science	Human-ities	Educa-tion	Prof./ other
Total time from baccalaureate								
All Ph.D.s	10.8	8.5	9.0	9.5	10.5	12.0	19.7	13.5
U.S. citizens	11.5	7.5	8.3	9.0	10.3	12.3	20.3	15.3
American Indian/ Alaska Native	**14.6**	**7.8**	**8.7**	**8.6**	**13.1**	**16.7**	**18.0**	**17.8**
Asian/Pacific Islander	9.0	7.6	8.0	8.6	9.3	10.6	17.1	13.7
Black, non-Hispanic	17.2	8.4	8.4	11.0	12.1	14.6	21.2	17.0
Hispanic	11.3	7.0	8.0	8.7	9.3	11.8	19.0	16.0
White, non-Hispanic	11.4	7.5	8.3	9.1	10.4	12.3	20.4	15.0
Registered time from baccalaureate								
All Ph.D.s	7.2	6.7	6.4	7.0	7.5	8.5	8.1	7.5
U.S. citizens	7.3	6.5	6.2	7.0	7.5	8.6	8.4	7.6
American Indian/ Alaska Native	**7.5**	**6.0**	**6.5**	**7.1**	**6.5**	**9.0**	**8.6**	**7.7**
Asian/Pacific Islander	7.1	6.5	6.5	7.0	7.5	8.3	9.0	8.3
Black, non-Hispanic	7.9	6.2	6.6	7.0	8.1	8.2	8.0	7.5
Hispanic	7.5	6.5	6.3	7.0	7.6	8.6	8.4	7.7
White, non-Hispanic	7.3	6.4	6.2	7.0	7.5	8.6	8.4	7.6

*Includes mathematics and computer sciences.

NOTE: Median calculations are based on the number of individuals who provided complete information about their postbaccalaureate education. "Total time" measures the number of years elapsed between receipt of the baccalaureate and the Ph.D. "Registered time" gauges the amount of time enrolled in graduate school, including master's degrees and enrollment in nondegree programs. The method of median computation has been revised since 1993.

SOURCE: National Research Council, "Survey of Earned Doctorates", 1994. As published in NRC, *Summary Report 1994: Doctorate Recipients from United States Universities*, table 11, p. 29, 1995.

The distribution of total time from baccalaureate to doctorate among doctoral recipients varied widely across disciplines, and most of the difference between American Indians' and Alaska Natives' time and that of the total population was related to differences in the distribution of major field of study. For example, a relatively large proportion of doctoral degrees awarded to American Indians and Alaska Natives were in education. This field traditionally has the longest time between baccalaureate and doctorate (19.7 years overall in 1994) because many people return to complete a doctorate in education after working in the field. Among American Indians and Alaska Natives receiving doctorates in education, the time from baccalaureate (18.0 years) was actually less than for the total population of degree recipients in education. In fact, in all disciplines but the social sciences, humanities, and professional and other disciplines, the time to degree for American Indians and Alaska Natives was less than for the total population (table 4-4). However, a somewhat larger percentage of American Indian and Alaska Native doctorates than of doctoral recipients overall were in the social sciences, humanities, and professional and other disciplines (summary table S4-7).

Looking at registered time from baccalaureate to doctorate (table 4-4), there were fewer differences by field and by race/ethnicity. The total registered time among all doctorate recipients was 7.2 years, and among American Indians and Alaska Natives, 7.5 years.

The median age of American Indian and Alaska Native doctoral degree recipients in 1994 was 38.9 years compared to 34.1 years for the total (U.S. citizens and non-U.S. citizens) and 35.1 years for all U.S. citizen doctorate recipients.[7]

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[7] National Research Council, *Summary Report 1994: Doctorate Recipients from United States Universities*, appendix table A-4, pp. 60-61, 1996.

Status of plans. About the same proportion of American Indian and Alaska Native doctorate recipients and total U.S. doctorate recipients had definite plans for what they were going to be doing after graduation at the time they completed the survey (figure 4-11). About half (49 percent) of Native American doctorate recipients had definite employment plans and about 17 percent had definite postdoctoral study plans. Another 25 percent were seeking employment, and 6 percent were still seeking postdoctoral study. Among the Native American and total U.S. doctorate recipients with definite employment plans and those seeking employment, an educational institution was the most popular destination followed by industry/business and government (figure 4-12).

Plans of those with definite commitments. Among doctorate recipients with definite postgraduate commitments,[8] the percentage for whom that commitment was a postdoctoral study position has been growing since the 1970s among American Indian and Alaska Native and all U.S. citizen doctoral recipients (figure 4-13). In 1979, 13 percent of American Indian and Alaska Natives were going to postdoctoral study and 87 percent to employment, and among all U.S. citizen recipients of doctorates, 19 percent had postdoctoral study plans and 81 percent had employment plans. By 1994, the distribution between those who were pursuing postdoctoral study and those entering employment was essentially the same for American Indians and Alaska Natives and all U.S. citizen doctorate recipients. About 26 percent were planning to take a postdoctoral study position and about 74 percent were planning on employment.

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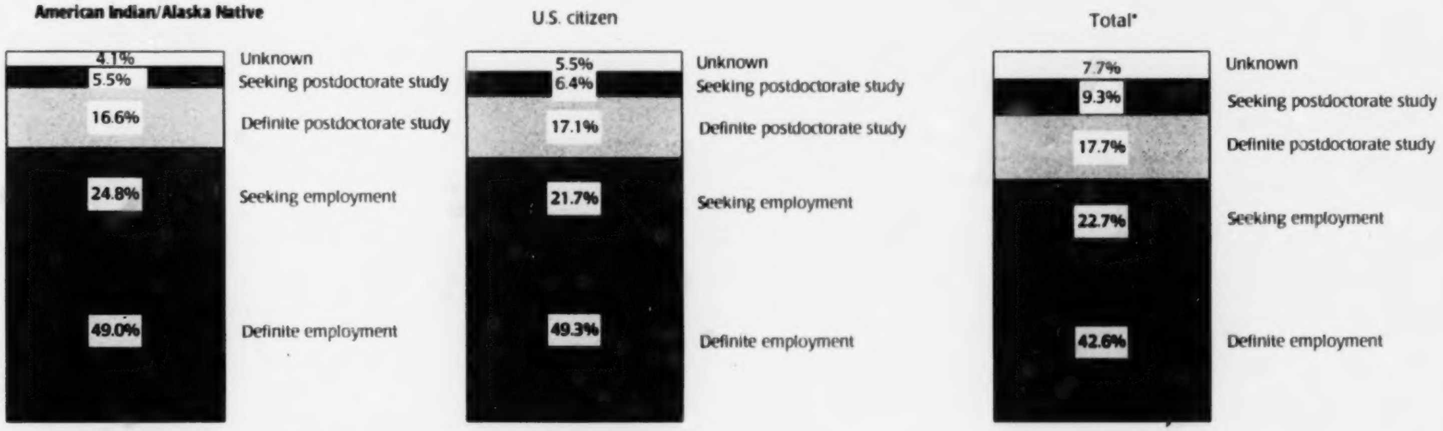
[8] In 1994, about 61 percent of the respondents had definite commitments.

Figure 4-11

Status of postgraduation plans of American Indian and Alaska Native doctor's recipients, U.S. citizen doctor's recipients, and total doctor's recipients at time of completion of doctor's degree: 1994

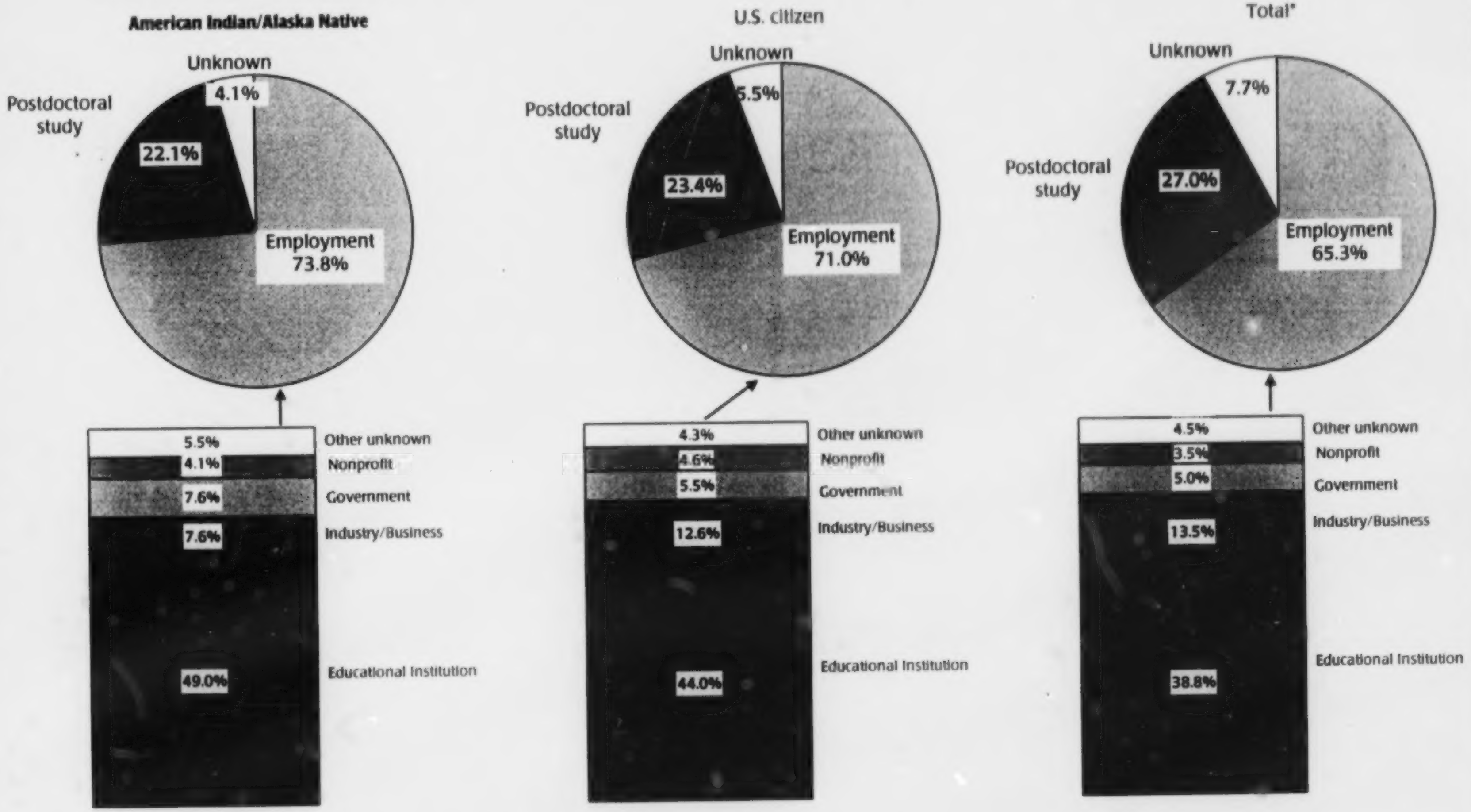


*Total doctor's degree recipients includes individuals who did not report their citizenship at time degree was conferred.

SOURCE: National Research Council, "Survey of Earned Doctorates", 1994, As published in NCR, *Summary Report 1994: Doctorate Recipients from United States* Universities, appendix table A-4, p. 60, 1996.

Figure 4-12

Postdoctoral plans of American Indian and Alaska Native doctor's recipients, U.S. citizen doctor's recipients, and total doctor's recipients: 1994



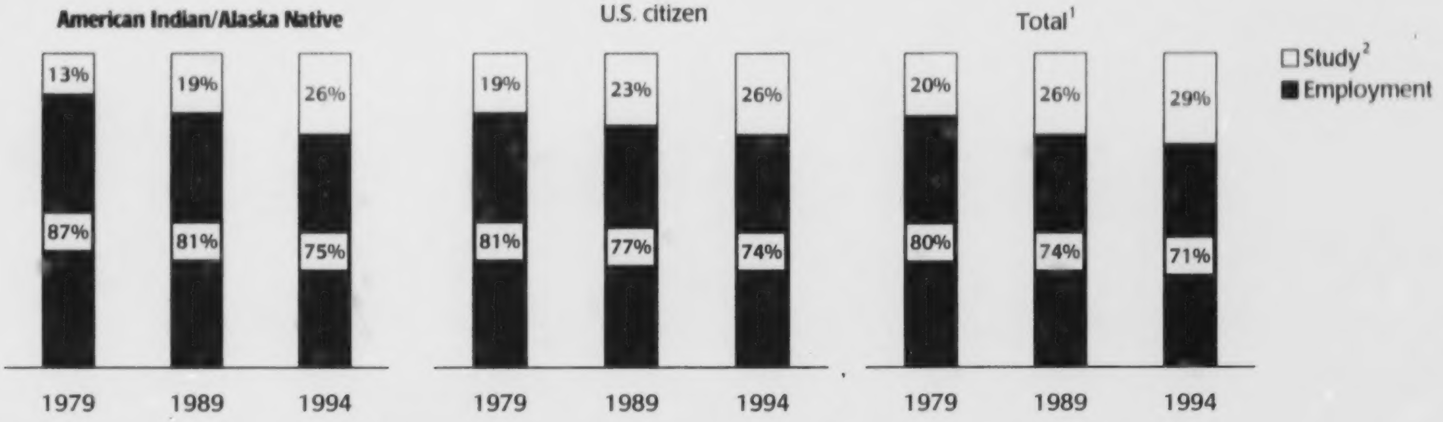
*Total doctor's degree recipients includes individuals who did not report their citizenship at time degree was conferred.

NOTE: Because of rounding, percents may not add to 100.

SOURCE: National Research Council, "Survey of Earned Doctorates", 1994. As published in NCR, *Summary Report 1994: Doctorate Recipients from United States* Universities, appendix table A-4, p. 60, 1996.

Figure 4-13

Postgraduation commitments of American Indian and Alaska Native doctor's recipients, U.S. citizen doctor's recipients, and total doctor's recipients: Selected years, 1974-94



[1] Total doctor's degree recipients includes individuals who did not report their citizenship at time degree was conferred.

[2] "Study" includes those on postdoctoral fellowship, postdoctoral research associateship, traineeship, and other study activities.

NOTE: Only doctorate recipients with definite postgraduation commitments have been included. In 1974, this includes about 67 percent of total doctorate recipients and 61 percent of total doctorate recipients in 1994. Because of rounding, percents may not add to 100.

SOURCE: National Research Council, "Survey of Earned Doctorates", 1994. As published in NCR, *Summary Report 1994: Doctorate Recipients from United States* Universities, table 16, p. 33, 1996.

Sources of graduate support. There were no large differences between the sources of graduate support used by American Indian and Alaska Native doctoral degree recipients and total doctoral degree recipients (table 4-5). However, American Indians and Alaska Natives were somewhat more likely to have federal support, including funds from the GI bill, and also somewhat more likely to have loans.

Table 4-5

Percent of American Indian and Alaska Native doctor's recipients, U.S. citizen doctor's recipients, and all doctor's recipients who received graduate school support, by source of support: 1994

Source of support	**American Indian/ Alaska Native**	U.S. citizen	Total
GI Bill	**4.1**	1.4	0.9
Other federal*	**17.2**	12.7	9.4
State government	**1.4**	1.2	0.9
Foreign government	**0.0**	0.4	4.0
National fellow (nonfederal)	**9.7**	5.7	5.0
University teaching assistant	**42.1**	47.6	47.5
University research assistant*	**38.6**	42.8	48.2
Other university	**27.6**	26.7	23.3
Business/employer	**6.9**	7.6	5.8
Self/family sources	**77.9**	77.3	66.8
GSL (Stafford) loan	**33.8**	29.2	19.8
Other loans	**13.1**	10.0	7.3
Other sources	**4.8**	3.6	3.5
Unknown sources	**3.4**	4.3	6.2

*Because federal support obtained through the university cannot always be determined, no distinction is made between federal and university research assistants in this table. Both types of support are grouped under "university research assistant." Federal loans are counted in the category for loans.

NOTE: In this table a recipient counts once in each source category from which he or she received support. Since students indicate multiple sources of support, percents sum to more than 100.

SOURCE: National Research Council, "Survey of Earned Doctorates", 1994. As published in NCR, *Summary Report 1994: Doctorate Recipients from United States* Universities, appendix table A-4, p. 60, 1996.

INSTITUTIONS AWARDING DEGREES TO AMERICAN INDIANS AND ALASKA NATIVES

Considering all higher education degrees (associate's bachelor's, master's, and doctor's), the five institutions awarding the most degrees to American Indians and Alaska Natives in 1993-94 were located in two states, Oklahoma and Arizona (table 4-6). These states also ranked first and third, respectively, in total American Indian and Alaska Native population (summary table S1-3). A large proportion of American Indian and Alaska Native degree recipients were also found in California, New Mexico, and Washington (table 4-6). These were also states with large Native American populations (summary table S1-3). Reflecting the small number of American Indian and Alaska Native degree recipients nationwide, only 31 colleges and universities awarded more than 50 degrees to American Indians and Alaska Natives in 1993-94 (table 4-6).

Associate's and bachelor's degrees. The three colleges awarding the most associate's degrees to American Indians and Alaska Natives in 1993-94 were Navajo Community College in Arizona (197 degrees), and Haskell Indian Junior College in Kansas (93 degrees), and University of New Mexico-Gallup Branch (81 degrees; summary table S4-8). The top three colleges in 1993-94 in terms of bachelor's degrees awarded to American Indians and Alaska Natives were all in Oklahoma (table 4-7). They were Northeastern State University (258 degrees), Southeastern Oklahoma State University (194 degrees), and Oklahoma State University (134 degrees). At Southeastern Oklahoma State University, degrees awarded to American Indians and Alaska Natives constituted about 28 percent of the total degrees awarded. They were 17 percent of the total at Northeastern State University and 5 percent at Oklahoma State University.

Table 4-6

Institutions awarding the largest number of degrees to American Indians and Alaska Natives: 1993-94

Institution name	State	Total degrees	American Indian/ Alaska Native	
			Total	**Percent**
Northeastern State University	OK	1,849	**296**	**16.0**
Southeastern Oklahoma State University	OK	792	**219**	**27.7**
Navajo Community College[1]	AZ	202	**197**	**97.5**
Oklahoma State University-Main Campus	OK	3,797	**149**	**3.9**
Northern Arizona University	AZ	3,896	**144**	**3.7**
University of New Mexico-Main Campus	NM	4,047	**132**	**3.3**
Oglala Lakota College	SD	134	**115**	**85.8**
Lansing Community College	MI	13,718	**112**	**0.8**
University of Washington	WA	8,890	**100**	**1.1**
University of Oklahoma-Norman Campus	OK	3,907	**94**	**2.4**
University of California-Berkeley	CA	8,757	**93**	**1.1**
Haskell Indian Junior College[2]	KS	93	**93**	**100.0**
University of California-Los Angeles	CA	8,868	**88**	**1.0**
Pembroke State University	NC	484	**87**	**18.0**
University of New Mexico-Gallup Branch	NM	118	**81**	**68.6**
Baylor University	TX	2,900	**81**	**2.8**
Northeastern Oklahoma Agricultural and Mechanical College	OK	376	**74**	**19.7**
East Central University	OK	781	**73**	**9.3**
University of Arizona	AZ	6,842	**72**	**1.1**
New Mexico State University-Main Campus	NM	2,821	**69**	**2.4**
University of Alaska-Fairbanks	AK	825	**68**	**8.2**
Arizona State University-Main Campus	AZ	8,066	**65**	**0.8**
Salish Kootenai Community College	MT	96	**64**	**66.7**
California State University-Sacramento	CA	5,239	**62**	**1.2**
University of Alaska-Anchorage	AK	1,541	**60**	**3.9**
Eastern Oklahoma State College	OK	337	**59**	**17.5**
University of Central Oklahoma	OK	2,668	**58**	**2.2**
University of Oklahoma Health Sciences Center	OK	1,017	**58**	**5.7**
Tulsa Junior College	OK	1,471	**56**	**3.8**
University of California-Davis	CA	5,616	**53**	**0.9**
University of Michigan-Ann Arbor	MI	9,719	**52**	**0.5**
San Diego State University	CA	6,459	**49**	**0.8**
Bacone College	OK	122	**49**	**40.2**
University of Minnesota-Twin Cities	MN	8,787	**48**	**0.5**
Fort Lewis College	CO	529	**47**	**8.9**
University of California-Santa Barbara	CA	5,023	**46**	**0.9**
Robeson Community College	NC	130	**46**	**35.4**
The University of Texas-Austin	TX	11,359	**46**	**0.4**
University of North Dakota-Main Campus	ND	2,266	**45**	**2.0**
Oregon State University	OR	3,510	**45**	**1.3**
Eastern Washington University	WA	2,033	**45**	**2.2**
University of Colorado-Boulder	CO	6,012	**41**	**0.7**
Michigan State University	MI	9,009	**41**	**0.5**
California State University-Fullerton	CA	4,963	**40**	**0.8**
San Juan College	NM	222	**40**	**18.0**
Regents College-University of the State of NY	NY	4,441	**40**	**0.9**
Cleveland State University	OH	3,102	**40**	**1.3**
Sinte Gleska University	SD	50	**40**	**80.0**
Rogers State College	OK	245	**39**	**15.9**
California State University-Long Beach	CA	5,683	**38**	**0.7**
California State University-Northridge	CA	5,043	**38**	**0.8**
San Jose State University	CA	5,579	**38**	**0.7**

[1] Navajo Community College recently changed its name to Diné Community College.

[2] Haskell Indian Junior College recently changed its name to Haskell Indian Nations University.

NOTE: Total degrees includes degrees awarded to students with unknown race/ethnicity. Only institutions reporting data were included. Institutions appearing in italics are tribal colleges.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, unpublished data, 1993-94.

Table 4-7

Institutions awarding the largest number of bachelor's degrees to American Indians and Alaska Natives: 1993-94

Institution name	State	Total degrees	American Indian/Alaska Native	
			Total	**Percent**
Northeastern State University	OK	1,491	**258**	**17.3**
Southeastern Oklahoma State University	OK	695	**194**	**27.9**
Oklahoma State University-Main Campus	OK	2,762	**134**	**4.9**
Northern Arizona University	AZ	2,693	**108**	**4.0**
University of New Mexico-Main Campus	NM	2,557	**94**	**3.7**
Pembroke State University	NC	413	**78**	**18.9**
University of California-Berkeley	CA	5,740	**70**	**1.2**
University of Washington	WA	6,103	**69**	**1.1**
University of California-Los Angeles	CA	5,622	**69**	**1.2**
University of Oklahoma-Norman Campus	OK	2,286	**65**	**2.8**
East Central University	OK	654	**61**	**9.3**
California State University-Sacramento	CA	4,327	**53**	**1.2**
New Mexico State University-Main Campus	NM	1,848	**50**	**2.7**
University of Arizona	AZ	4,749	**49**	**1.0**
Fort Lewis College	CO	525	**47**	**9.0**
University of Central Oklahoma	OK	2,015	**45**	**2.2**
University of Alaska-Fairbanks	AK	526	**44**	**8.4**
Arizona State University-Main Campus	AZ	5,766	**44**	**0.8**
University of California-Santa Barbara	CA	4,364	**43**	**1.0**
University of California-Davis	CA	4,304	**40**	**0.9**
Oregon State University	OR	2,598	**39**	**1.5**
San Diego State University	CA	5,034	**39**	**0.8**
California State University-Fullerton	CA	4,193	**38**	**0.9**
University of North Dakota-Main Campus	ND	1,732	**36**	**2.1**
Evergreen State College	WA	765	**35**	**4.6**
Eastern Washington University	WA	1,673	**35**	**2.1**
California State University-Long Beach	CA	4,593	**35**	**0.8**
California Polytechnic State Univ-San Luis Obispo	CA	3,411	**34**	**1.0**
California State University-Northridge	CA	4,219	**34**	**0.8**
Oglala Lakota College	SD	38	**33**	**86.8**
University of Alaska-Anchorage	AK	723	**33**	**4.6**
Montana State University	MT	1,534	**33**	**2.2**
University of Oklahoma Health Sciences Center	OK	565	**32**	**5.7**
California State University-Chico	CA	3,008	**32**	**1.1**
University of Colorado-Boulder	CO	4,429	**32**	**0.7**
University of Michigan-Ann Arbor	MI	5,487	**32**	**0.6**
Humboldt State University	CA	1,347	**31**	**2.3**
Washington State University	WA	3,607	**31**	**0.9**
California State University-Fresno	CA	3,090	**30**	**1.0**
Michigan State University	MI	6,664	**30**	**0.5**
University of North Carolina-Chapel Hill	NC	3,610	**28**	**0.8**
University of Montana-Missoula	MT	1,428	**28**	**2.0**
University of Minnesota-Twin Cities	MN	5,209	**28**	**0.5**
Regents College-University of the State of NY	NY	2,634	**27**	**1.0**
Central Washington University	WA	1,814	**27**	**1.5**
Brigham Young University	UT	6,249	**27**	**0.4**
Florida State University	FL	5,368	**26**	**0.5**
Dartmouth College	NH	1,083	**26**	**2.4**
University of Texas-Austin	TX	7,497	**26**	**0.3**
California State University-Hayward	CA	2,193	**25**	**1.1**
University of California-Santa Cruz	CA	2,373	**25**	**1.1**
San Jose State University	CA	4,271	**25**	**0.6**
University of California-San Diego	CA	3,500	**25**	**0.7**

NOTE: Total degrees includes degrees awarded to students with unknown race/ethnicity. Only institutions reporting data were included. The institution appearing in italics is a tribal college.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, unpublished data, 1993-94.

Master's and first-professional degrees. At the master's degree level, the top five schools in terms of number of degrees awarded to American Indians and Alaska Natives were Baylor University in Texas (72 degrees), Northern Arizona University (36 degrees), Northeastern State University (35 degrees), Southeastern Oklahoma State University (25 degrees), and the University of New Mexico-Main Campus (25 degrees; summary table S4-9). At the first-professional degree level, the top five institutions were University of New Mexico-Main Campus (10 degrees), University of California-Davis (10 degrees), University of Washington (9 degrees), University of Oklahoma Health Sciences Center (9 degrees), and Arizona State University-Main Campus (9 degrees; summary table S4-10).

Doctorates. The institutions awarding the most doctoral degrees in 1993-94 to American Indian and Alaska Natives were University of Washington (5 degrees), University of Mississippi-Main Campus (4 degrees), and University of California-Berkeley (4 degrees; summary table S4-11). Looking at a 4-year total (1990-94) for doctoral degrees awarded, a figure less subject to individual year fluctuations, Oklahoma State University, University of Oklahoma, and Pennsylvania State University awarded the most doctoral degrees to Native Americans (summary table S4-12).

Degrees conferred by tribal colleges. In 1993-94, tribal colleges awarded 996 associate's degrees, 68 bachelor's degrees, and 9 master's degrees (table 4-8)[9]. Most of the tribal colleges were community colleges; only three awarded degrees at the bachelor's level or higher in 1993-94. The tribal colleges awarding the most degrees were Navajo Community College in Arizona, Haskell Indian Junior College in Kansas, and Oglala Lakota College in South Dakota. While tribal colleges do enroll students of all racial/ethnic groups, about 77 percent of the associate's degrees, 81 percent of the bachelor's degrees, and 67 percent of the master's degrees awarded by tribal colleges were awarded to American Indians and Alaska Natives.

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[9] Degrees awarded are based on data reported to IPEDS by 22 tribal colleges.

Table 4-8

Degrees awarded to American Indians and Alaska Natives, by degree level and tribal college: 1993-94

Degree level and tribal college	State	Total degrees	American Indian/Alaska Native	
			Total	Percent
Associate's degrees				
Total	--	996	764	76.7
Navajo Community College[1]	AZ	202	197	97.5
Haskell Indian Junior College[2]	KS	93	93	100.0
Oglala Lakota College	SD	92	78	84.8
Salish Kootenai Community College	MT	79	52	65.8
Blackfeet Community College	MT	35	33	94.3
Turtle Mountain Community College	ND	34	33	97.1
United Tribes Technical College	ND	63	33	52.4
Sinte Gleska University	SD	32	28	87.5
Fort Peck Community College	MT	30	24	80.0
Fort Belknap College	MT	24	23	95.8
Sisseton-Wahpeton Community College	SD	53	19	35.8
Lac Courte Oreilles Ojibwa Community College	WI	33	19	57.6
Nebraska Indian Community College	NE	23	18	78.3
Southwestern Indian Polytechnic Institute	NM	18	18	100.0
Stone Child College	MT	15	15	100.0
Little Big Horn College	MT	32	13	40.6
Fort Berthold Community College	ND	25	13	52.0
D-Q University	CA	13	12	92.3
Dull Knife Memorial College	MT	14	12	85.7
Little Hoop Community College[3]	ND	12	12	100.0
Standing Rock College[4]	ND	12	11	91.7
Fond Du Lac Community Tribal and Community College	MN	62	8	12.9
Bachelor's degrees				
Total	--	68	55	80.9
Oglala Lakota College	SD	38	33	86.8
Salish Kootenai Community College	MT	17	12	70.6
Sinte Gleska University	SD	13	10	76.9
Master's degrees				
Total	--	9	6	66.7
Oglala Lakota College	SD	4	4	100.0
Sinte Gleska University	SD	5	2	40.0
Salish Kootenai Community College	MT	0	0	--

--: Not applicable.

[1] Navajo Community College recently changed its name to Dine Community College.

[2] Haskell Indian Junior College recently changed its name to Haskell Indian Nations University.

[3] Little Hoop Community College recently changed its name to Cankdeska Cikana Community College.

[4] Standing Rock College recently changed its name to Sitting Bull College.

NOTE: Total degrees includes degrees awarded to students with unknown race/ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, unpublished data, 1993-94.

CONCLUSION

In the last 20 years, percentage increases in degrees conferred have been greater for American Indians and Alaska Natives than for the total population of degree recipients in each of the degree categories (associate's, bachelor's, master's, first professional, and doctor's). However, the share of degrees awarded to Native Americans remains less than their share of the U.S. population and less than their share of college enrollments. Changes in the distribution of degrees by sex since the mid-1970s are somewhat similar to those occurring in the total population, with women increasing their share in all degree categories. The five institutions awarding the most degrees to American Indians and Alaska Natives were located in two states, Oklahoma and Arizona. Profiles of bachelor's degree recipients indicate that American Indian and Alaska Natives have employment and educational outcomes that are quite similar to those for the total population.

Table S4-1. Degrees awarded to American Indian and Alaska Native degree recipients and total degree recipients, by type of degree and sex: Selected years, 1976-77 to 1993-94

Year and sex of student	Associate's degrees		Bachelor's degrees		Master's degrees		First-professional degrees		Doctor's degrees	
	American Indian/ Alaska Native	Total	**American Indian/ Alaska Native**	Total	**American Indian/ Alaska Native**	Total	**American Indian/ Alaska Native**	Total	**American Indian/ Alaska Native**	Total
1976-77, total	**2,498**	404,956	**3,326**	917,900	**967**	316,602	**196**	63,953	**95**	33,126
Men	**1,216**	209,672	**1,804**	494,424	**521**	167,396	**159**	51,980	**67**	25,036
Women	**1,282**	195,264	**1,522**	423,476	**446**	149,206	**37**	11,973	**28**	8,090
1978-79, total	**2,336**	396,745	**3,410**	919,540	**999**	300,255	**216**	68,611	**104**	32,675
Men	**1,069**	187,284	**1,736**	476,065	**495**	152,637	**150**	52,425	**69**	23,488
Women	**1,267**	209,461	**1,674**	443,475	**504**	147,618	**66**	16,186	**35**	9,187
1980-81, total	**2,584**	410,174	**3,593**	934,800	**1,034**	294,183	**192**	71,340	**130**	32,839
Men	**1,108**	183,819	**1,700**	469,625	**501**	145,666	**134**	52,194	**95**	22,595
Women	**1,476**	226,355	**1,893**	465,175	**533**	148,517	**58**	19,146	**35**	10,244
1984-85, total	**2,953**	429,815	**4,246**	968,311	**1,256**	280,421	**248**	71,057	**119**	32,307
Men	**1,198**	190,409	**1,998**	476,148	**583**	139,417	**176**	47,501	**64**	21,296
Women	**1,755**	239,406	**2,248**	492,163	**673**	141,004	**72**	23,556	**55**	11,011
1986-87, total	**3,195**	436,304	**3,968**	991,264	**1,103**	289,349	**304**	71,617	**105**	34,041
Men	**1,263**	190,839	**1,817**	480,782	**518**	141,269	**183**	46,523	**57**	22,061
Women	**1,932**	245,465	**2,151**	510,482	**585**	148,080	**121**	25,094	**48**	11,980
1988-89, total	**3,331**	432,144	**3,951**	1,016,350	**1,086**	309,770	**264**	70,856	**85**	35,659
Men	**1,323**	183,963	**1,730**	481,946	**476**	148,872	**148**	45,046	**50**	22,597
Women	**2,008**	248,181	**2,221**	534,404	**610**	160,898	**116**	25,810	**35**	13,062
1989-90, total	**3,530**	450,263	**4,392**	1,048,631	**1,101**	322,465	**257**	70,744	**99**	38,113
Men	**1,433**	188,631	**1,859**	490,317	**463**	152,926	**135**	43,778	**49**	24,248
Women	**2,097**	261,632	**2,533**	558,314	**638**	169,539	**122**	26,966	**50**	13,865
1990-91, total	**3,672**	462,030	**4,513**	1,081,280	**1,136**	328,645	**261**	71,515	**102**	38,547
Men	**1,373**	190,221	**1,901**	496,424	**459**	151,796	**144**	43,601	**58**	24,333
Women	**2,299**	271,809	**2,612**	584,856	**677**	176,849	**117**	27,914	**44**	14,214
1991-92, total	**4,008**	494,387	**5,176**	1,129,833	**1,273**	348,682	**296**	72,129	**118**	40,090
Men	**1,531**	202,808	**2,182**	516,976	**523**	159,543	**157**	43,812	**65**	25,168
Women	**2,477**	291,579	**2,994**	612,857	**750**	189,139	**139**	28,317	**53**	14,922
1992-93, total	**4,379**	508,154	**5,671**	1,159,931	**1,407**	368,701	**368**	74,960	**106**	42,021
Men	**1,663**	209,051	**2,449**	530,541	**586**	168,754	**190**	44,821	**51**	25,980
Women	**2,716**	299,103	**3,222**	629,390	**821**	199,947	**178**	30,139	**55**	16,041
1993-94, total	**4,871**	529,106	**6,189**	1,165,973	**1,697**	385,419	**371**	75,418	**134**	43,149
Men	**1,836**	214,462	**2,616**	530,804	**691**	175,355	**222**	44,707	**66**	26,531
Women	**3,035**	314,644	**3,573**	635,169	**1,006**	210,064	**149**	30,711	**68**	16,618

SOURCE. U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, various years; and Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys, various years. As published in NCES, *Digest of Education Statistics: 1996*, tables 256, 259, 262, 265, and 268, pp. 283, 286, 289, 292, and 295, 1996.

Table S4-2. Percent distribution of American Indian and Alaska Native associate's degree recipients and total associate's degree recipients, by field of study: 1984-85 and 1993-94

Field of study	1984-85[1]				1993-94[2]			
	American Indian/ Alaska Native		Total		**American Indian/ Alaska Native**		Total	
	Number	**Percent distribution**	Number	Percent distribution	**Number**	**Percent distribution**	Number	Percent distribution
All fields	**2,953**	**100.0**	429,823	100.0	**4,871**	**100.0**	529,106	100.0
Agriculture and natural resources	**53**	**1.8**	6,320	1.5	**86**	**1.8**	5,636	1.1
Architecture and environmental design	**4**	**0.1**	1,182	0.3	**0**	**0.0**	353	0.1
Area and ethnic studies	**5**	**0.2**	10	**	**20**	**0.4**	75	**
Business and management	**796**	**27.0**	116,737	27.2	**871**	**17.9**	104,195	19.7
Communications	**11**	**0.4**	3,864	0.9	**23**	**0.5**	4,521	0.9
Computer and information sciences	**52**	**1.8**	11,843	2.8	**107**	**2.2**	9,301	1.8
Education	**101**	**3.4**	7,009	1.6	**187**	**3.8**	9,271	1.8
Engineering	**354**	**12.0**	59,391	13.8	**396**	**8.1**	51,090	9.7
Fine and applied arts	**116**	**3.9**	12,885	3.0	**224**	**4.6**	22,584	4.3
Foreign languages	**0**	**0.0**	350	0.1	**8**	**0.2**	492	0.1
Health professions	**372**	**12.6**	65,864	15.3	**751**	**15.4**	94,601	17.9
Home economics and vocational home economics	**63**	**2.1**	9,091	2.1	**78**	**1.6**	7,463	1.4
Law	**7**	**0.2**	1,961	0.5	**81**	**1.7**	8,681	1.6
Letters	**5**	**0.2**	645	0.2	**12**	**0.2**	1,371	0.3
Library science	**0**	**0.0**	108	**	**0**	**0.0**	118	**
Life sciences	**8**	**0.3**	852	0.2	**36**	**0.7**	1,771	0.3
Mathematics	**4**	**0.1**	693	0.2	**10**	**0.2**	704	0.1
Military sciences	**0**	**0.0**	23	**	**0**	**0.0**	265	0.1
Physical sciences and science technologies	**14**	**0.5**	1,999	0.5	**26**	**0.5**	2,546	0.5
Psychology	**11**	**0.4**	821	0.2	**34**	**0.7**	1,377	0.3
Public affairs and services	**126**	**4.3**	16,105	3.7	**259**	**5.3**	24,572	4.6
Social sciences and history	**35**	**1.2**	2,086	0.5	**105**	**2.2**	3,936	0.7
Theology	**1**	**	689	0.2	**5**	**0.1**	641	0.1
Interdisciplinary studies	**815**	**27.6**	109,295	25.4	**1,552**	**31.9**	173,542	32.8

**Less than .05 percent.

[1] Racial/ethnic data were imputed for approximately 45,400 men and 55,400 women. This tabulation excludes 11,490 men and 10,862 women whose racial/ ethnic group could not be imputed. In addition, data for 1,025 men and 1,512 women were not available by field of study and were not imputed by race.

[2] Reported racial/ethnic distributions of students by level of study, field of study, and sex were used to estimate race/ethnicity for students whose race/ethnicity were not reported. Excludes 799 men and 727 women whose racial/ethnic group and field of study were not available.

NOTE: Data for associate's degrees by race/ethnicity were not available prior to 1984-85.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Surveys (HEGIS), "Degrees and Other Formal Awards Conferred" survey, 1984-85, and Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, 1993-94. As published in NCES, *Digest of Education Statistics: 1988*, table 181, pp. 217-218, 1988; and *Digest of Education Statistics: 1997*, table 264, p. 294, 1997.

Table S4-3. Percent distribution of American Indian and Alaska Native master's degree recipients and total master's degree recipients, by field of study: 1976-77 and 1993-94

Field of study	1976-77[1]				1993-94[2]			
	American Indian/ Alaska Native		Total		American Indian/ Alaska Native		Total	
	Number	Percent distribution	Number	Percent distribution	Number	Percent distribution	Number	Percent distribution
All fields	967	100.0	315,660	100.0	1,697	100.0	385,419	100.0
Agriculture and natural resources	12	1.2	3,724	1.2	12	0.7	4,119	1.1
Architecture and environmental design	9	0.9	3,213	1.0	12	0.7	3,943	1.0
Area and ethnic studies	0	0.0	971	0.3	17	1.0	1,633	0.4
Business and management	106	11.0	46,157	14.6	299	17.6	93,437	24.2
Communications	4	0.4	3,091	1.0	23	1.4	5,419	1.4
Computer and information sciences	3	0.3	2,724	0.9	19	1.1	10,416	2.7
Education	484	50.1	126,355	40.0	605	35.7	98,938	25.7
Engineering	23	2.4	15,869	5.0	65	3.8	29,754	7.7
Fine and applied arts	27	2.8	8,622	2.7	51	3.0	9,927	2.6
Foreign languages	3	0.3	3,147	1.0	9	0.5	3,288	0.9
Health professions	45	4.7	12,951	4.1	137	8.1	28,025	7.3
Home economics and vocational home economics	1	0.1	2,334	0.7	7	0.4	2,421	0.6
Law	1	0.1	1,574	0.5	7	0.4	2,432	0.6
Letters	24	2.5	10,449	3.3	42	2.5	9,235	2.4
Library science	22	2.3	7,572	2.4	14	0.8	5,116	1.3
Life sciences	15	1.6	7,114	2.3	18	1.1	5,196	1.3
Mathematics	12	1.2	3,695	1.2	6	0.4	4,100	1.1
Military sciences	0	0.0	0	0.0	1	0.1	124	**
Physical sciences and science technologies	21	2.2	5,282	1.7	17	1.0	5,679	1.5
Psychology	26	2.7	8,301	2.6	65	3.8	12,181	3.2
Public affairs and services	77	8.0	19,454	6.2	162	9.5	25,559	6.6
Social sciences and history	36	3.7	15,453	4.9	71	4.2	14,561	3.8
Theology	2	0.2	3,127	1.0	10	0.6	4,956	1.3
Interdisciplinary studies	14	1.4	4,476	1.4	28	1.6	4,960	1.3

**Less than 0.5 percent.

[1] Excludes degrees not reported by racial/ethnic group. More than 99.5 percent of the master's degrees conferred were reported by racial/ethnic group and were included above.

[2] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 730 men and 921 women whose race/ethnic group and field of study were not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Surveys (HEGIS), "Degrees and Other Awards Conferred" survey, 1976-77; and Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, 1993-94. As published in NCES, *Digest of Education Statistics: 1980*, table 111, pp. 125-126, 1980; and *Digest of Education Statistics: 1996*, table 263, p. 290, 1996.

Table S4-4. Percent distribution of American Indian and Alaska Native doctor's degree recipients and total doctor's degree recipients, by field of study: 1976-77 and 1993-94

Field of study	1976-77[1]				1993-94[2]			
	American Indian/ Alaska Native		Total		**American Indian/ Alaska Native**		Total	
	Number	**Percent distribution**	Number	Percent distribution	**Number**	**Percent distribution**	Number	Percent distribution
All fields	**95**	**100.0**	33,109	100.0	**134**	**100.0**	43,149	100.0
Agriculture and natural resources	**3**	**3.2**	893	2.7	**2**	**1.5**	1,278	3.0
Architecture and environmental design	**1**	**1.1**	73	0.2	**1**	**0.7**	161	0.4
Area and ethnic studies	**0**	**0.0**	153	0.5	**4**	**3.0**	155	0.4
Business and management	**3**	**3.2**	868	2.6	**7**	**5.2**	1,364	3.2
Communications	**0**	**0.0**	171	0.5	**3**	**2.2**	345	0.8
Computer and information sciences	**1**	**1.1**	216	0.7	**1**	**0.7**	810	1.9
Education	**32**	**33.7**	7,955	24.0	**42**	**31.3**	6,908	16.0
Engineering	**2**	**2.1**	2,574	7.8	**5**	**3.7**	5,979	13.9
Fine and applied arts	**3**	**3.2**	662	2.0	**2**	**1.5**	1,054	2.4
Foreign languages	**3**	**3.2**	752	2.3	**0**	**0.0**	886	2.1
Health professions	**0**	**0.0**	538	1.6	**7**	**5.2**	1,902	4.4
Home economics and vocational home economics	**0**	**0.0**	160	0.5	**1**	**0.7**	365	0.8
Law	**0**	**0.0**	60	0.2	**0**	**0.0**	79	0.2
Letters	**4**	**4.2**	2,199	6.6	**9**	**6.7**	1,872	4.3
Library science	**0**	**0.0**	75	0.2	**0**	**0.0**	45	0.1
Life sciences	**15**	**15.8**	3,395	10.3	**9**	**6.7**	4,534	10.5
Mathematics	**3**	**3.2**	823	2.5	**1**	**0.7**	1,157	2.7
Military sciences	**0**	**0.0**	0	0.0	**0**	**0.0**	0	0.0
Physical sciences and science technologies	**6**	**6.3**	3,339	10.1	**6**	**4.5**	4,650	10.8
Psychology	**11**	**11.6**	2,761	8.3	**11**	**8.2**	3,563	8.3
Public affairs and services	**2**	**2.1**	335	1.0	**5**	**3.7**	660	1.5
Social sciences and history	**5**	**5.3**	3,784	11.4	**12**	**9.0**	3,627	8.4
Theology	**0**	**0.0**	1,019	3.1	**2**	**1.5**	1,448	3.4
Interdisciplinary studies	**1**	**1.1**	304	0.9	**4**	**3.0**	307	0.7

[1] Excludes degree not reported by racial/ethnic group. More than 99.5 percent of the doctor's degrees conferred were reported by racial/ethnic group and are included above.

[2] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 21 men and 15 women whose racial/ethnic group and field of study were not available.

NOTE: Data for doctor's degrees awarded by sex in 1976-77 were taken from NCES, *Degrees Conferred in Institutions of Higher Education, by Race/Ethnicity and Sex: 1976-77 through 1986-87*, as these data were not available in the *Digest of Education Statistics*. There is a discrepancy in the total number of doctor's degrees awarded in life sciences in 1976-77 between the two publications. The *Digest of Education Statistics* reported that 15 degrees were awarded while the other publication (reporting by sex) reported a total of 13 degrees awarded.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Surveys (HEGIS), "Degrees and Other Awards Conferred" survey, 1976-77; and Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, 1993-94. As published in NCES, *Digest of Education Statistics: 1980*, table 111, pp. 125-126, 1980; and *Digest of Education Statistics: 1996*, table 265, p. 292, 1996.

Table S4-5. Percent distribution of American Indian and Alaska Native first-professional degree recipients and total first-professional degree recipients, by field of study: 1976-77 and 1993-94

Field of study	1976-77*				1993-94			
	American Indian/ Alaska Native		Total		American Indian/ Alaska Native		Total	
	Number	Percent distribution	Number	Percent distribution	Number	Percent distribution	Number	Percent distribution
All fields	196	100.0	63,961	100.0	371	100.0	75,418	100.0
Chiropractic (D.C. or D.C.M.)	5	2.6	5,455	8.5	19	5.1	2,806	3.7
Dentistry (D.D.S. or D.M.D.)	16	8.2	5,138	8.0	17	4.6	3,787	5.0
Law, general (LL.B. or J.D.)	122	62.2	34,104	53.3	223	60.1	40,044	53.1
Medicine (M.D.)	30	15.3	13,461	21.0	68	18.3	15,368	20.4
Optometry (O.D.)	9	4.6	961	1.5	3	0.1	1,103	1.5
Osteopathic medicine (D.O.)	4	2.0	852	1.3	8	2.2	1,798	2.4
Pharmacy (D. Phar.)	0	0.0	527	0.8	1	0.3	1,936	2.6
Podiatry (Pod.D., D.P. or D.P.M.)	1	0.5	486	0.8	2	0.5	465	0.6
Theological professions, general	5	2.6	1,368	2.1	16	4.3	5,967	7.9
Veterinary medicine (D.V.M.)	12	6.1	1,586	2.5	14	3.8	2,089	2.8
Other	0	0.0	23	**	0	0.0	55	0.1

*Data for racial/ethnic categories include estimates from 2.2 percent of the degree recipients whose race/ethnicity was unknown.

**Less than 0.5 percent.

NOTE: Field of study data have been taken from NCES' *Degrees and Other Awards Conferred by Institutions of Higher Education* reports and may differ from revised data published in other sources. Totals for 1993-94 include first-professional degrees for which race/ethnicity was not reported. The *Digest of Education Statistics* did not report first-professional degrees by field using all the categories listed above until 1980-81. Prior to that year, the categories used included medicine, law, theology, and other. Therefore, data by field for 1976-77 and 1978-79 were taken from NCES. *Degrees Conferred in Institutions of Higher Education, by Race/Ethnicity and Sex: 1976-77 through 1986-87*. The total number of first-professional degrees awarded in 1976-77 according to this publication was 204 compared with 196 total degrees awarded reported by the *Digest of Education Statistics*. The difference occurred in the number of degrees awarded to men (167 and 159, respectively), but this difference cannot be explained further.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Surveys (HEGIS), "Degrees and Other Formal Awards Conferred" survey, 1976-77; and Integrated Postsecondary Education Data System (IPEDS) "Completions" survey, 1993-94. As published in NCES, *Degrees Conferred in Institutions of Higher Education, by Race/Ethnicity and Sex: 1976-77 through 1986-87*, table A4, p. 39, 1990; and *Digest of Education*

Table S4-6. Percent distribution of 1992-93 bachelor's degree recipients according to student outcomes, by race/ethnicity: 1994

Selected characteristic	Total	American Indian/ Alaska Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
			(Percent distribution)			
Employment status, April 1994						
Employed	87.0	**87.1**	80.1	85.1	83.3	87.8
Full time	73.1	**73.6**	66.0	71.0	67.4	74.0
Part time	13.9	**13.4**	14.1	14.1	15.9	13.8
Unemployed	4.5	**4.3**	6.6	7.6	7.6	4.0
Out of labor force	8.5	**8.7**	13.4	7.3	9.2	8.2
Unemployment rate	4.9	**4.7**	7.6	8.1	8.3	4.4
Occupation, April 1994[1]						
Administrative, clerical, support	17.9	**18.3**	19.7	29.5	21.8	16.7
Business and management	20.1	**22.5**	24.9	17.6	17.2	20.2
Computer science, programming	3.9	**0.0**	8.4	3.6	4.6	3.7
Engineering	4.4	**4.6**	6.7	2.2	4.0	4.4
Health professions	5.8	**2.8**	7.0	5.9	5.9	5.7
Mechanic, operator, laborer	4.1	**5.5**	1.6	3.6	2.3	4.3
Military, protective services	2.3	**1.5**	0.4	3.7	3.1	2.3
Noncomputer technician	3.0	**1.4**	3.5	3.5	1.8	3.1
Sales	7.1	**3.3**	8.8	6.0	6.7	7.1
School teacher	11.7	**15.9**	4.8	10.4	14.7	12.0
Service	4.2	**7.0**	2.8	2.1	3.5	4.5
Other professions[2]	15.5	**17.1**	11.3	12.1	14.5	15.9
Enrollment status, April 1994						
Not enrolled	82.2	**85.6**	79.8	83.7	79.8	82.3
Enrolled	17.8	**14.4**	20.2	16.4	20.2	17.7
Full time	12.0	**8.8**	14.1	10.5	13.6	11.9
Part time	5.8	**5.6**	6.1	5.9	6.6	5.8
Ever enrolled since graduating	27.3	**24.0**	29.2	24.4	29.4	27.3
Enrolled in graduate or professional degree program	17.0	**10.9**	18.6	16.1	17.0	17.1
Applied to graduate or professional degree program	28.7	**28.6**	40.2	36.0	29.5	27.4
Considered among those applying to graduate or professional degree program	73.0	**88.9**	70.0	82.4	77.8	72.2
Highest degree expected						
Bachelor's degree	16.0	**18.3**	10.3	6.7	13.0	17.2
Postbaccalaureate certificate	0.6	**0.0**	1.1	0.1	0.6	0.6
Master's degree	58.7	**48.9**	53.2	54.6	58.0	59.6
First-professional degree	6.3	**1.5**	12.4	10.0	6.5	5.7
Doctoral degree	17.4	**27.2**	21.8	28.0	20.3	16.0
Other degree	1.0	**4.1**	1.2	0.7	1.6	1.0
Employment/enrollment status, April 1994						
Enrolled and employed	10.2	**12.6**	9.7	11.7	13.8	11.1
Enrolled and not employed	6.7	**2.2**	10.9	5.1	6.1	6.6
Employed and not enrolled	75.8	**74.3**	70.4	73.4	69.8	10.4
Neither employed nor enrolled	6.3	**10.9**	9.1	9.9	10.4	5.6
Job is related to degree	75.1	**78.9**	76.5	72.3	75.4	75.2
Job has definite career potential	72.0	**74.2**	67.1	63.1	76.4	72.7
Bachelor's degree required for a job	55.9	**55.0**	61.0	49.3	58.1	56.0
			(Dollars)			
Salary						
Average annual full-time salary[3]	24,195	**24,403**	24,885	23,119	23,708	24,246

[1] Limited to those who were employed in April 1994.

[2] All other professional occupations excluding business, teaching, engineering, and health.

[3] Respondents reporting salaries less than $1,000 or more than $500,000 were excluded (8 cases, unweighted).

NOTE: Cells contain column percents. Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 Baccalaureate and Beyond Longitudinal Study First Followup" (B&B:93/94). As published in *A Descriptive Summary of 1992-93 Bachelor's Degree Recipients 1 Year Later, 1996,* tables II.1, II.2, II.3, II.4, III.1a, III.1b, III.4, and IV.1, pp. 62, 65, 68, 71, 82, 85, 94, and 104, 1996.

Table S4-7. Major field of study of U.S. citizen doctor's recipients, by race/ethnicity: 1994

Field	Total U.S. Citizen Ph.D.s	Known race/ ethnicity	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
All fields	27,105	26,852	**142**	949	1,092	882	23,787
Physical sciences	3,623	3,590	**10**	179	52	99	3,250
Physical Astronomy	891	879	**2**	51	9	26	791
Chemistry	1,289	1,283	**4**	69	23	49	1,138
Earth, Atmos., & Marine Sci	521	518	**1**	8	4	7	498
Mathematics	496	489	**2**	18	9	12	448
Computer Sciences	426	421	**1**	33	7	5	375
Engineering	2,211	2,183	**6**	202	44	49	1,882
Life Sciences	4,947	4,897	**24**	246	116	146	4,365
Biological Sciences	3,415	3,386	**16**	194	63	110	3,003
Health Sciences	961	949	**6**	36	41	20	846
Agricultural Sciences	571	562	**2**	16	12	16	516
Social Sciences	4,998	4,946	**27**	132	200	176	4,411
Psychology	2,954	2,931	**11**	81	110	126	2,603
Anthropology	303	298	**6**	5	9	5	273
Economics	392	390	**0**	14	9	8	359
Poli. Sci. & Int'l Relations	463	455	**4**	13	24	16	398
Sociology	364	360	**4**	10	20	11	315
Other Social Sciences	522	512	**2**	9	28	10	463
Humanities	3,713	3,679	**23**	68	102	138	3,348
History	675	668	**6**	8	18	22	614
Amer. & Eng. Lang. & Lit	834	828	**7**	13	25	22	761
Foreign Lang. & Lit	368	364	**0**	6	8	46	304
Other Humanities	1,836	1,819	**10**	41	51	48	1,669
Education	5,842	5,796	**36**	80	482	225	4,973
Teacher Education	361	361	**2**	4	42	11	302
Teaching Fields	770	768	**4**	16	34	20	694
Other Education	4,711	4,667	**30**	60	406	194	3,977
Professional/Other	1,771	1,761	**16**	42	96	49	1,558
Business & Management	811	808	**7**	20	29	16	736
Communications	267	266	**3**	3	22	9	229
Other professional fields	669	663	**5**	19	45	24	570
Other fields	24	24	**1**	0	0	0	23

SOURCE: National Research Council, "Survey of Earned Doctorates." As published in National Research Council, *Summary Report 1994: Doctorate Recipients from United State Universities,* table 9, p. 27, 1995.

Table S4-8. Institutions awarding the largest number of associate's degrees to American Indians and Alaska Natives: 1993-94

Institution name	State	Total degrees	American Indian/Alaska Native	
			Total	**Percent**
Navajo Community College[1]	AZ	202	**197**	**97.5**
Haskell Indian Junior College[2]	KS	93	**93**	**100.0**
University of New Mexico-Gallup Branch	NM	118	**81**	**68.6**
Oglala Lakota College	SD	92	**78**	**84.8**
Northeastern Oklahoma Agricultural and Mechanical College	OK	376	**74**	**19.7**
Eastern Oklahoma State College	OK	337	**59**	**17.5**
Tulsa Junior College	OK	1,471	**56**	**3.8**
Salish Kootenai College	MT	79	**52**	**65.8**
Bacone College	OK	122	**49**	**40.2**
Robeson Community College	NC	130	**46**	**35.4**
San Juan College	NM	222	**40**	**18.0**
Rogers State College	OK	245	**39**	**15.9**
Oklahoma State University-Okmulgee	OK	347	**36**	**10.4**
Institute of American Indian Arts	NM	42	**34**	**81.0**
Turtle Mountain Community College	ND	34	**33**	**97.1**
Blackfeet Community College	MT	35	**33**	**94.3**
United Tribes Technical College	ND	63	**33**	**52.4**
Carl Albert State College	OK	213	**32**	**15.0**
Northland Pioneer College	AZ	126	**30**	**23.8**
Northern Oklahoma College	OK	276	**30**	**10.9**
Connors State College	OK	315	**30**	**9.5**
Seminole Junior College	OK	219	**29**	**13.2**
College of Eastern Utah	UT	334	**29**	**8.7**
Sinte Gleska University	SD	32	**28**	**87.5**
Albuquerque Technical Vocational Institute	NM	614	**28**	**4.6**
The Art Center	AZ	481	**27**	**5.6**
University of Alaska-Anchorage	AK	645	**26**	**4.0**
American River College	CA	963	**26**	**2.7**
Phoenix College	AZ	596	**25**	**4.2**
Columbus State Community College	OH	1,358	**25**	**1.8**
Fort Peck Community College	MT	30	**24**	**80.0**
University of Alaska-Fairbanks	AK	129	**24**	**18.6**
Fort Belknap College	MT	24	**23**	**95.8**
Cerritos College	CA	1,072	**21**	**2.0**
Fresno City College	CA	1,234	**21**	**1.7**
Rose State College	OK	731	**20**	**2.7**
Spokane Community College	WA	1,094	**20**	**1.8**
Lac Courte Oreilles Ojibwa Community College	WI	33	**19**	**57.6**
Sisseton-Wahpeton Community College	SD	53	**19**	**35.8**
Howard Community College	MD	275	**19**	**6.9**
Oklahoma City Community College	OK	463	**19**	**4.1**
Lane Community College	OR	730	**19**	**2.6**
Delgado Community College	LA	952	**19**	**2.0**
Dunwoody Industrial Institute	MN	1,116	**19**	**1.7**
Saint Petersburg Junior College	FL	2,591	**19**	**0.7**
Southwestern Indian Polytechnic Institute	NM	18	**18**	**100.0**
Nebraska Indian Community College	NE	23	**18**	**78.3**
Pensacola Junior College	FL	1,323	**18**	**1.4**
ITT Technical Institute	NM	163	**17**	**10.4**

[1] Navajo Community College recently changed its name to Diné Community College.

[2] Haskell Indian Junior College recently changed its name to Haskell Indian Nations University.

NOTE: Total degrees includes degrees awarded to students with unknown race/ethnicity. Only institutions reporting data were included. Institutions appearing in italics are tribal colleges.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, unpublished data, 1993-94.

Table S4-9. Institutions awarding the largest number of master's degrees to American Indians and Alaska Natives: 1993-94

Institution name	State	Total degrees	American Indian/Alaska Native Total	American Indian/Alaska Native Percent
Baylor University	TX	524	72	13.7
Northern Arizona University	AZ	1,149	36	3.1
Northeastern State University	OK	336	35	10.4
Southeastern Oklahoma State University	OK	97	25	25.8
University of New Mexico-Main Campus	NM	1,068	25	2.3
Cleveland State University	OH	1,015	24	2.4
University of Oklahoma-Norman Campus	OK	1,263	21	1.7
Central Michigan University	MI	2,248	21	0.9
University of California-Berkeley	CA	1,826	19	1.0
University of Mississippi-Main Campus	MS	450	19	4.2
University of Hawaii at Manoa	HI	1,010	18	1.8
University of Oklahoma Health Sciences Center	OK	246	17	6.9
University of Washington	WA	1,967	17	0.9
New Mexico State University-Main Campus	NM	691	16	2.3
Marshall University	WV	435	16	3.7
Long Island University-C W Post Campus	NY	999	16	1.6
Washington University	MO	1,276	16	1.3
University of Arizona	AZ	1,354	15	1.1
Harvard University	MA	2,630	15	0.6
University of Texas-Austin	TX	2,619	15	0.6
Oklahoma City University	OK	681	13	1.9
University of Central Oklahoma	OK	653	13	2.0
San Jose State University	CA	1,308	13	1.0
East Central University	OK	127	12	9.4
University of California-Los Angeles	CA	2,061	12	0.6
Arizona State University-Main Campus	AZ	1,877	12	0.6
University of Minnesota-Twin Cities	MN	2,225	12	0.5
Oklahoma State University-Main Campus	OK	763	10	1.3
Eastern Washington University	WA	360	10	2.8
University of South Dakota	SD	436	10	2.3
San Diego State University	CA	1,400	10	0.7
University of Michigan-Ann Arbor	MI	2,858	10	0.3
Colorado State University	CO	791	10	1.3
George Washington University	DC	2,304	10	0.4
Pembroke State University	NC	71	9	12.7
California State University-Sacramento	CA	912	9	1.0
East Texas State University	TX	534	9	1.7
Stanford University	CA	1,972	9	0.5
Webster University	MO	2,922	9	0.3
University of Pennsylvania	PA	2,230	9	0.4
Heritage College	WA	198	8	4.0
Pepperdine University	CA	1,189	8	0.7
Michigan State University	MI	1,541	8	0.5
San Francisco State University	CA	1,295	8	0.6
University of Nebraska-Omaha	NE	547	8	1.5
University of Akron-Main Campus	OH	809	8	1.0
New Mexico Highlands University	NM	105	7	6.7
City University	WA	1,282	7	0.5
University of Oregon	OR	760	7	0.9
SUNY at Buffalo	NY	1,477	7	0.5
University of Colorado-Denver	CO	1,174	7	0.6
Seattle University	WA	573	7	1.2
University of Missouri-Columbia	MO	1,098	7	0.6
University of Wisconsin-Madison	WI	2,066	7	0.3
Wayne State University	MI	2,250	7	0.3
University of Illinois-Chicago	IL	1,442	7	0.5
University of Illinois-Urbana	IL	2,583	7	0.3
University of St. Thomas	MN	1,166	7	0.6

NOTE: Total degrees includes degrees awarded to students with unknown race/ethnicity. Only institutions reporting data were included.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, unpublished data, 1993-94.

Table S4-10. Institutions awarding the largest number of first-professional degrees to American Indians and Alaska Natives: 1993-94

Institution name	State	Total degrees	American Indian/Alaska Native	
			Total	Percent
University of New Mexico-Main Campus	NM	192	10	5.2
University of California-Davis	CA	367	10	2.7
University of Washington	WA	365	9	2.5
University of Oklahoma Health Sciences Center	OK	198	9	4.5
Arizona State University-Main Campus	AZ	165	9	5.5
Stanford University	CA	264	8	3.0
University of Minnesota-Twin Cities	MN	634	8	1.3
Life College	GA	471	8	1.7
University of Michigan-Ann Arbor	MI	725	7	1.0
University of Arkansas-Fayetteville	AR	141	6	4.3
University of Oklahoma-Norman Campus	OK	210	6	2.9
University of Iowa	IA	435	6	1.4
The College of Osteopathic Medicine of OSU	OK	77	6	7.8
University of Arizona	AZ	297	5	1.7
University of Wisconsin-Madison	WI	517	5	1.0
University of Texas-Austin	TX	529	5	0.9
Medical College of Georgia	GA	212	5	2.4
University of Denver	CO	308	4	1.3
University of Missouri-Columbia	MO	293	4	1.4
University of California-Los Angeles	CA	565	4	0.7
University of California-San Francisco	CA	343	4	1.2
American University	DC	325	4	1.2
Wayne State University	MI	433	4	0.9
University of North Carolina-Chapel Hill	NC	464	4	0.9
University of San Diego	CA	292	4	1.4
University of Nebraska-Lincoln	NE	153	4	2.6
The University of Texas Medical Branch-Galveston	TX	192	4	2.1
The University of Texas Health Science-San Antonio	TX	294	4	1.4
Oklahoma City University	OK	187	4	2.1
Cleveland Chiropractic College	MO	127	4	3.1
University of Tulsa	OK	36	3	8.3
University of North Dakota-Main Campus	ND	142	3	2.1
Oklahoma State University-Main Campus	OK	69	3	4.3
Harvard University	MA	809	3	0.4
Texas Tech University	TX	193	3	1.6
Marshall University	WV	54	3	5.6
Colorado State University	CO	127	3	2.4
University of Houston-University Park	TX	434	3	0.7
Tulane University of Louisiana	LA	465	3	0.6
University of the Pacific	CA	699	3	0.4
Georgetown University	DC	824	3	0.4
Northeastern State University	OK	22	3	13.6
Willamette University	OR	144	3	2.1
Cleveland State University	OH	273	2	0.7
University of Missouri-Kansas City	MO	296	2	0.7
Syracuse University-Main Campus	NY	266	2	0.8
University of Oregon	OR	116	2	1.7
University of Colorado-Boulder	CO	151	2	1.3
Nova Southeastern University	FL	467	2	0.4
University of California-San Diego	CA	140	2	1.4

NOTE: Total degrees includes degrees awarded to students with unknown race/ethnicity. Only institutions reporting data were included.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, unpublished data, 1993-94.

Table S4-11. Institutions awarding the largest number of doctor's degrees to American Indians and Alaska Natives: 1993-94

Institution name	State	Total degrees	American Indian/Alaska Native Total	American Indian/Alaska Native Percent
University of Washington	WA	455	5	1.1
University of Mississippi-Main Campus	MS	78	4	5.1
University of California-Berkeley	CA	896	4	0.4
Cleveland State University	OH	27	3	11.1
University of Arizona	AZ	442	3	0.7
University of Oregon	OR	227	3	1.3
Harvard University	MA	538	3	0.6
University of California-Los Angeles	CA	620	3	0.5
University of Michigan-Ann Arbor	MI	649	3	0.5
Syracuse University-Main Campus	NY	179	3	1.7
Pennsylvania State University-Main Campus	PA	507	3	0.6
University of Oklahoma-Norman Campus	OK	148	2	1.4
Oklahoma State University University-Main Campus	OK	203	2	1.0
Montana State University	MT	34	2	5.9
University of Laverne	CA	63	2	3.2
University of Missouri-Columbia	MO	253	2	0.8
University of Arkansas-Fayetteville	AR	127	2	1.6
Cornell University-NY State Statutory Colleges	NY	192	2	1.0
Stanford University	CA	560	2	0.4
Michigan State University	MI	429	2	0.5
University of Colorado-Boulder	CO	306	2	0.7
University of Kansas-Main Campus	KS	225	2	0.9
Nova Southeastern University	FL	485	2	0.4
University of Maryland-College Park Campus	MD	528	2	0.4
Yale University	CT	348	2	0.6
University of North Carolina-Greensboro	NC	72	2	2.8
University of South Carolina-Columbia	SC	288	2	0.7
Evangelic Christian University of America	LA	8	2	25.0
University of Tennessee-Knoxville	TN	226	2	0.9
Drew University	NJ	99	2	2.0
American School of Professional Psychology	IL	81	2	2.5
The Union Institute	OH	229	2	0.9
University of New Mexico-Main Campus	NM	165	1	0.6
University of North Dakota-Main Campus	ND	44	1	2.3
University of Tulsa	OK	26	1	3.8
Seattle University	WA	20	1	5.0
Claremont Graduate School	CA	79	1	1.3
Pepperdine University	CA	25	1	4.0
Portland State University	OR	31	1	3.2
Campbell University Inc	NC	9	1	11.1
SUNY-Buffalo	NY	345	1	0.3
University of North Texas	TX	176	1	0.6
University of Denver	CO	94	1	1.1
Southern Illinois University-Carbondale	IL	174	1	0.6
University of Rhode Island	RI	91	1	1.1
SUNY-Binghampton	NY	95	1	1.1
University of California-Santa Barbara	CA	222	1	0.5
George Washington University	DC	152	1	0.7
University of Wisconsin-Milwaukee	WI	97	1	1.0
University of Utah	UT	205	1	0.5
University of California-San Diego	CA	285	1	0.4
University of Nevada-Las Vegas	NV	11	1	9.1
University of Texas Health Science Center	TX	95	1	1.1
University of Wisconsin-Madison	WI	783	1	0.1
University of Illinois-Urbana	IL	666	1	0.2

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Table S4-11. Institutions awarding the largest number of doctor's degrees to American Indians and Alaska Natives: 1993-94 (continued)

Institution name	State	Total degrees	American Indian/Alaska Native	
			Total	Percent
Temple University	PA	287	1	0.3
University of Georgia	GA	309	1	0.3
Ohio University-Main Campus	OH	102	1	1.0
University of California-Irvine	CA	172	1	0.6
Texas Tech University	TX	163	1	0.6
University of Toledo	OH	75	1	1.3
Vanderbilt University	TN	193	1	0.5
Indiana University-Bloomington	IN	348	1	0.3
Purdue University-Main Campus	IN	493	1	0.2
Western Michigan University	MI	56	1	1.8
University of Kentucky	KY	229	1	0.4
Washington Sate University	WA	202	1	0.5
Northwestern University	IL	305	1	0.3
Johns Hopkins University	MD	262	1	0.4
Boston University	MA	289	1	0.3
Florida State University	FL	274	1	0.4
University of Iowa	IA	342	1	0.3
SUNY-Albany	NY	131	1	0.8
University of Missouri-Kansas City	MO	43	1	2.3
University of San Francisco	CA	60	1	1.7
Virginia Polytechnic Institute and State University	VA	379	1	0.3
University of Rochester	NY	236	1	0.4
University of California-Riverside	CA	135	1	0.7
Princeton University	NJ	267	1	0.4
Indiana State University	IN	43	1	2.3
Columbia University in the City of New York	NY	644	1	0.2
Georgia Institute of Technology-Main Campus	GA	202	1	0.5
Forest Institute of Professional Psychology	MO	20	1	5.0
California School of Professional Psychology-Los Angeles	CA	81	1	1.2

NOTE: Total degrees includes degrees awarded to students with unknown race/ethnicity. Only institutions reporting data were included.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, unpublished data, 1993-94.

Table S4-12. Institutions awarding the largest number of doctor's degrees to American Indians and Alaska Natives over a 4-year period: 1990-94

Institution name	State	Number of degrees
Oklahoma State University	Oklahoma	22
University of Oklahoma	Oklahoma	22
Penn State University	Pennsylvania	13
Northern Arizona University	Arizona	12
University of California-Berkeley	California	12
University of Wisconsin-Madison	Wisconsin	11
University of Texas-Austin	Texas	10
University of Washington	Washington	10
University of Oregon	Oregon	10
Stanford University	California	10
Harvard University	Massachusetts	9
University of Michigan	Michigan	9
University of Arkansas-Fayetteville	Arkansas	9
Texas A&M University	Texas	9
University of Arizona	Arizona	9
University of Illinois-Urbana/Champaign	Illinois	8
University of Missouri-Columbia	Missouri	8
University of South Dakota	South Dakota	8
University of North Carolina-Chapel Hill	North Carolina	8
University of Tennessee-Knoxville	Tennessee	8

NOTE: Among Ph.D. institutions, 194 institutions awarded a total of 637 Ph.D.s to American Indians and Alaska Natives.

SOURCE: National Research Council, "Survey of Earned Doctorates". As published in National Research Council, *Summary Report 1994: Doctorate Recipients from United States Universities*, table 6, p. 24, table 7, p. 25, 1995.

5

Financial Aid for American Indians and Alaska Natives in Postsecondary Institutions

During the 1992-93 academic year, about 62 percent of American Indian and Alaska Native[1] undergraduates needed financial assistance to attend postsecondary institutions. Most of these students received some form of financial assistance in the form of grants, loans, or work-study. However, even after receiving this aid, 54 percent still had financial need.[2] The percentage of all undergraduates who needed and received financial aid in 1992-93 was similar.

This chapter discusses the availability and receipt of financial aid by American Indian and Alaska Native students attending postsecondary institutions. The first half of the chapter focuses on financial aid to undergraduates. Beginning with a brief introduction to student dependency status, this section continues with a discussion of expected family contributions toward higher education, tuition and fees, and the average cost of attending postsecondary institutions. The next section of the chapter analyzes financial need, financial awards, and the remaining financial need of undergraduates. It includes an examination of undergraduate financial aid awards by source. The statistics discussed in the first half of this chapter are used to illustrate the financial aid situation of Native American undergraduates and all undergraduates and are not intended to indicate statistical significance, except where noted. The second half of the chapter looks at financial support for doctorate recipients and provides an overview of federal funding sources specifically available to American Indian and Alaska Native students. The summary tables referred to in the text appear at the end of the chapter.

HIGHLIGHTS

- Sixty-two percent of American Indian and Alaska Native undergraduates and 60 percent of all undergraduates had financial need in 1992-93. The average amount of need for Native American undergraduates was $5,600. For all undergraduates, it was $6,400 (figure 5-6).

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[1] The terms "Native American" and "American Indian and Alaska Native" are used interchangeably throughout this chapter.

[2] U.S. Department of Education, National Center for Education Statistics, 1992-93 National Postsecondary Student Aid Study (NPSAS:93). As published in NCES, *Student Financing of Undergraduate Education, 1992-93,* tables 3.5a, 4.3a, and 4.4a, 1995.

- Thirty-four percent of Native American undergraduates and 31 percent of all undergraduates received some type of federal financial aid (table 5-2).
- State financial aid was received by 9 percent of Native American undergraduates and 10 percent of all undergraduates (table 5-2).
- Institutional financial aid was provided to 13 percent of American Indian and Alaska Native undergraduates and 12 percent of all undergraduates (table 5-2).
- The most common type of aid package for American Indian and Alaska Native and all undergraduates was one based entirely on grants (figure 5-7).
- The largest financial aid package awarded to American Indian and Alaska Native undergraduates was for an average of $3,200 supplied in a combination of grants, loans, and work-study (summary table S5-4).
- Among independent American Indian and Alaska Native undergraduates, 50 percent received financial aid. Among all independent undergraduates, 41 percent received financial aid (table 5-3).
- After receiving financial aid, 54 percent of American Indian and Alaska Native undergraduates and 50 percent of all undergraduates had remaining financial need (summary table S5-5).
- The average total cost of postsecondary education minus grants for Native Americans was $6,700. For all undergraduates, the total cost minus grants was $7,300 (figure 5-8).
- In 1994, more than half (55 percent) of American Indian and Alaska Native doctorate recipients paid for their education using personal funds. Among all U.S. doctorate recipients, 46 percent paid for their education using personal funds (figure 5-9).
- Among Native American doctorate recipients, 61 percent graduated owing money for their education and 28 percent owed more than $15,000. Among all U.S. citizen doctorate recipients, 55 percent graduated with debt and 20 percent owed more than $15,000 (table 5-4).

SOURCES OF DATA

Data are taken from the following major national sources: the National Center for Education Statistics (NCES) National Postsecondary Student Aid Study and the jointly sponsored Survey of Earned

Doctorates. Information was also taken from various federal publications discussing financial aid opportunities for American Indian and Alaska Native students.

The National Postsecondary Student Aid Survey (NPSAS). NPSAS is a comprehensive study of how students and their families finance postsecondary education. These students attend institutions at all levels including less-than-2-year schools, 2- to 3-year schools, 4-year colleges, and major universities. As the first comprehensive financial aid database, NPSAS includes nationally representative samples of undergraduates, graduates students, and first-professional students. Study participants included both aided and nonaided students (and their families). In addition to collecting data on sources of aid, NPSAS also collects detailed information on student and family characteristics.

The survey was first conducted in 1986-87. Two additional NPSAS cycles were completed in 1989-90 and 1992-93. The 1992-93 survey (NPSAS:93) included a stratified sample of approximately 66,000 students from about 1,100 institutions. The majority of these students (52,000) were undergraduates. The response rate for the 1992-93 survey was about 85 percent.

The Survey of Earned Doctorates (SED). Statistics are also presented from the Survey of Earned Doctorates (SED), a census of all recipients of doctoral degrees conferred by U.S. institutions. The survey is jointly sponsored by the National Science Foundation, the U.S. Department of Education, the National Endowment for the Humanities, the U.S. Department of Agriculture, and the National Institute of Health. The SED questionnaire, which solicits information on field of study, sex, race/ethnicity, financial support, time to degree, and immediate postgraduation plans, is distributed with cooperation from graduate school deans and completed by graduates as they finish the requirements for their degrees. Degrees are reported from July 1 through June 30 of the following year. Both research and applied-research degrees, such as Ph.D., D.Sc., and Ed.D., in all fields are included. However, professional degrees, such as M.D., D.D.S., J.D., and Psy.D., are not covered. Response rates for the SED average 95 percent.

STUDENT CHARACTERISTICS AND ATTENDANCE PATTERNS

This section provides a brief examination of American Indian and Alaska Native undergraduates' enrollment, dependency status, and attendance status. These factors affect the cost of postsecondary education and, consequently, the amount of financial aid that may be needed to finance a degree.

Enrollment and attendance status. In fall 1992, 46 percent of American Indian and Alaska Native students and 61 percent of all students attended 4-year institutions (table 5-1). Furthermore, the majority of both American Indian and Alaska Natives and all students attended public institutions and attended higher education institutions on a full-time basis. These factors are crucial to understanding the need for financial aid. As the data from the 1992-93 National Postsecondary Student Aid Study showed, the

> average cost of postsecondary education varied with the type of institution the student attended. In general, institutions that offered longer term programs were more costly than institutions that offered only shorter term programs, and private institutions were generally more costly than public institutions that offered programs of similar length...Within each institution type, the price of part-time enrollment was substantially less than the price of full-time enrollment.[3]

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[3] U.S. Department of Education, National Center for Education Statistics, *Student Financing of Undergraduate Education, 1992-93*, pp. 3 and 6, 1995.

Table 5-1

Percent distribution of American Indian and Alaska Native students and total students enrolled in institutions of higher education, by institution level and control and attendance status: Fall 1992

Institution level and control and attendance status	**American Indian/ Alaska Native**	Total
Institution level		
4-year	**46.0**	60.5
2-year	**54.1**	39.5
Institution control		
Public	**86.6**	78.6
Private	**13.3**	21.4
Attendance status		
Full time	**54.7**	56.3
Part time	**45.3**	43.7

NOTE: Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1992. As published in NCES, *Digest of Education: 1996*, table 202, p. 207, 1996; and NCES *Enrollment in Higher Education: Fall 1986 through Fall 1994*, tables 1d and 1e, p. 4, 1996.

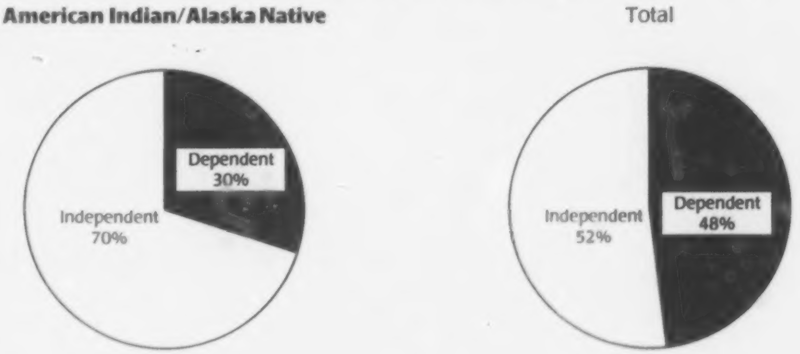
In other words, 4-year institutions were generally more costly than 2-year institutions, private institutions were generally more costly than public institutions, and full-time attendance was more costly than part-time attendance. Thus, a student's choice of institution, in terms of institution level and control, as well as his or her attendance status, can affect the cost of his or her education.

Since 87 percent of Native American undergraduates attended public institutions in 1992 (table 5-1) and the data collected through NPSAS:93 for Native American attendance at private institutions is limited, the discussions in this chapter generally focus on financial aid awarded to students attending public institutions.

Dependency status. Among Native American undergraduates, 70 percent were considered financially independent in 1992-93 (figure 5-1). Among all undergraduates, 52 percent were financially independent. Financial independence means that the student's income and assets are the only financial factors taken into consideration during financial aid decisions.[4] Of the independent Native American students, 81 percent had incomes under $30,000 (figure 5-2). Among all independent undergraduates, 66 percent had family incomes below $30,000.

Figure 5-1

Percent distribution of American Indian and Alaska Native undergraduates and all undergraduates, by dependency status: 1992-93



SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS-93). As published in NCES, *Profile of Undergraduates in U.S. Postsecondary Institutions: 1992-1993*, table 1.3b, p. C-11,1995.

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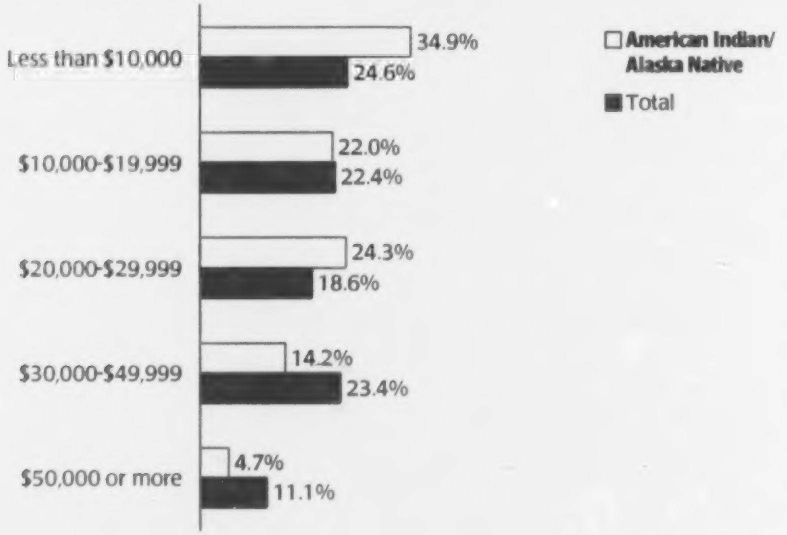
[4] Students were considered independent if they were 24 years or older, veterans, orphans or wards of the court, had legal dependents other than a spouse, were married and were not claimed by their parents, were graduate students and not claimed by their parents, or were single undergraduates who were not claimed by their parents during the preceding 2 years and were self-sufficient for 2 years prior to receiving any financial aid. (U.S. Department of Education, National Center for Education Statistics, *Student Financing of Undergraduate Education, 1992-93*, p. 171, 1995).

Figure 5-2
Percent distribution of financially independent American Indian and Alaska Native undergraduates and all undergraduates, by family income: 1992-93



SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS:93). As published in NCES, *Profile of Undergraduates in U.S. Postsecondary Institutions: 1992-1993*, table 4-5b, p. C-73, 1995.

COSTS OF ATTENDANCE

In determining a student's need for financial aid, the expected family contribution as well as the cost of attending an institution are considered. These factors are affected by the control and level of the institution the student chooses to attend as well as by his or her attendance status.

Total costs of attendance. The average student-reported total cost of attendance[5] was significantly higher for full-time, full-year students than for those attending on a part-year, part-time basis (figure 5-3). Native American undergraduates attending on a full-time, full-year basis reported average total costs of about $12,900 compared with average total costs of about $5,600 reported by those attending on a part-year, part-time basis. Among all undergraduates, the average cost of full-time, full-year attendance was reported to be $13,000 and the average cost of part-year, part-time attendance was about $5,800.[6]

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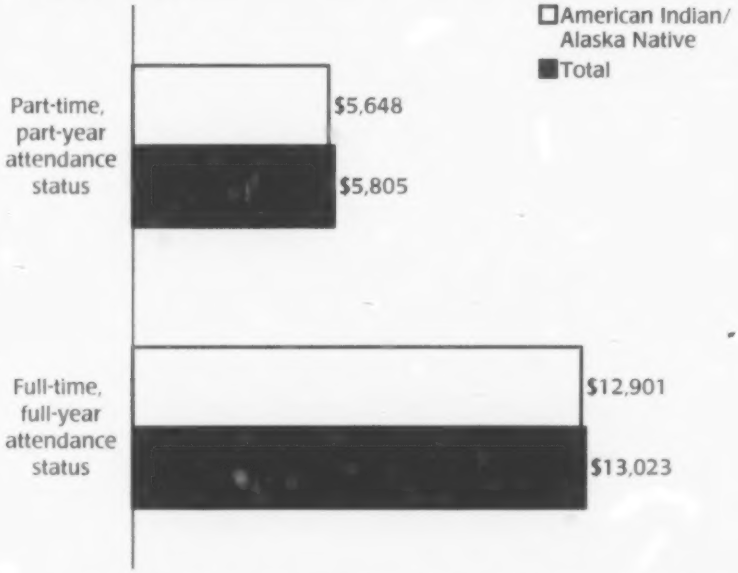
[5] Student-reported total costs of attendance include the tuition and fees actually paid by the student. These costs tend to reflect the student's attendance status. Total costs also include living costs reported by the student adjusted for attendance status. (U.S. Department of Education, National Center for Education Statistics, *Student Financing of Undergraduate Education, 1992-93*, p. 180, 1995)

Figure 5-3

Average student reported total cost of attendance for American Indian and Alaska Native undergraduates and all undergraduates, by attendance status: 1992-93



SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 National Postsecondary Student Aid Study" (NPSAS 93). As published in NCES, *Student Financing of Undergraduate Education, 1992-93*, tables 2.1b and 2.1c, 1995.

Expected family contribution. The expected family contribution is an estimated amount that the student and/or a student's family should be able to pay to attend a postsecondary institution. Income, assets, family size, and the number of children enrolled in postsecondary education are factored into this calculation. Overall, the average expected family contribution by American Indian and Alaska Native undergraduates was $4,000 in 1992-93 (figure 5-4). It was $6,300 for all undergraduates. Among Native Americans attending public institutions, those at 4-year, doctorate-granting institutions were expected to contribute the most, whereas those at less-than-2-year institutions had the lowest expected contribution (summary table S5-1). This pattern was similar to that for undergraduates overall.

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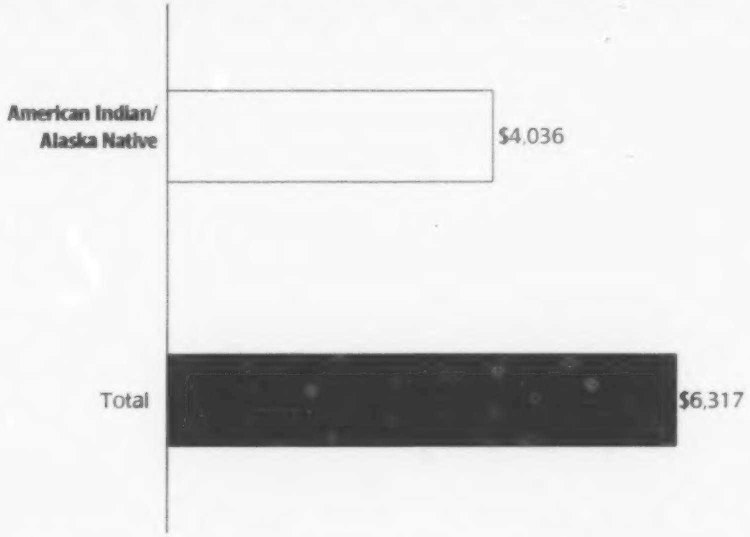
[6] Total attendance costs based on institution reported data (as opposed to student reported data) are collected through IPEDS. In 1992-93, the average total cost of attendance at public, 4-year institutions was about $6,000; at private, 4-year institutions, about $15,000; and at public, 2-year institutions, about $1,000 (tuition in-state only) (U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" and "Institutional Characteristics" surveys. As published in NCES, *Digest of Education: 1994*, table 305, p. 313, 1994).

Figure 5-4
Average expected family contribution among American Indian and Alaska Native undergraduates and all undergraduates: 1992-93



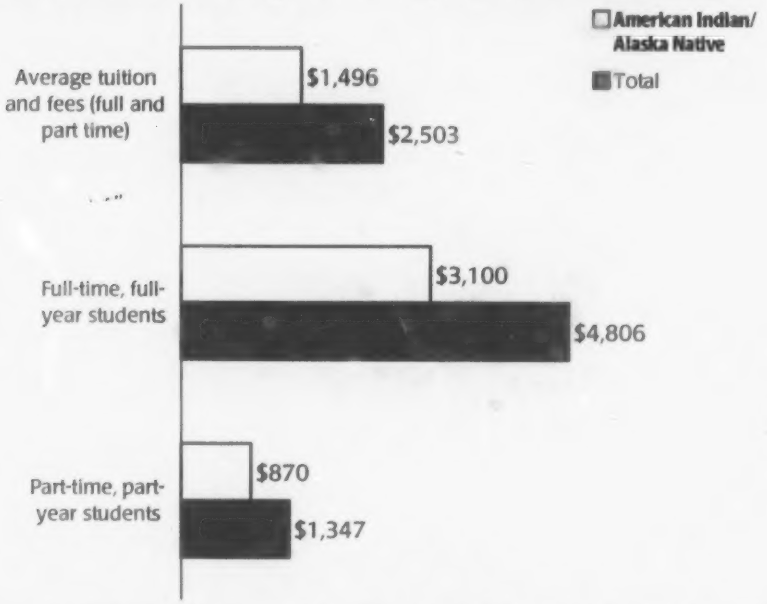
SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 National Postsecondary Student Aid Study" (NPSAS:93). As published in NCES, *Student Financing of Undergraduate Education, 1992-93*, table 4.2, 1995.

Tuition and fees. Average tuition and fees for Native American undergraduates were about $1,500 for the 1992-93 academic year (figure 5-5). For all undergraduates, tuition and fees averaged $2,500.

At public institutions, tuition and fees for American Indians and Alaska Natives were highest at 4-year, doctorate-granting institutions and lowest at 2-year institutions (summary table S5-2). Similar variations in tuition and fees occurred for all undergraduates attending public institutions.

Figure 5-5

Average tuition and fees for American Indian and Alaska Native undergraduates and all undergraduates, by attendance status: 1992-93



SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 National Postsecondary Student Aid Study" (NPSAS:93). As published in NCES, *Student Financing of Undergraduate Education, 1992-93*, tables 2.2a, 2.2b, and 2.2c, 1995.

American Indian and Alaska Native undergraduates attending postsecondary institutions on a full-time, full-year basis, paid average tuition and fees of $3,100, while those attending on a part-year, part-time basis paid an average of $870 in tuition and fees (figure 5-5). For all undergraduates, full-year, full-time tuition and fees averaged $4,800 and part-year, part-time tuition and fees averaged $1,300.

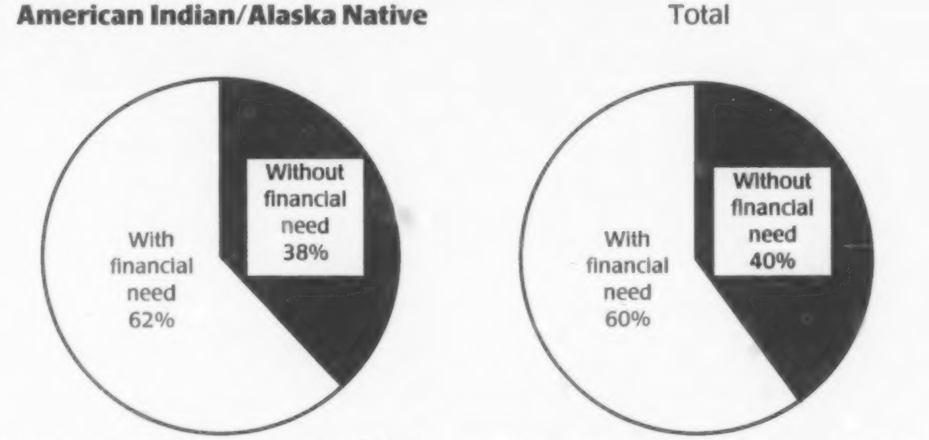
FINANCIAL NEED, FINANCIAL AID, AND REMAINING FINANCIAL NEED

During the 1992-93 academic year, the majority of all undergraduates needed financial aid in order to attend postsecondary institutions, and American Indian and Alaska Native undergraduates were no exception. Many students received some type of financial assistance in the form of loans, grants, or work-study provided by the federal government, state, or institution. Despite this assistance, the majority of those students receiving aid continued to have unmet financial need.

Financial need. In 1992-93, about the same proportion of American Indian and Alaska Native undergraduates and all undergraduates had financial need (figure 5-6). The average amount of need for Native American undergraduates was $5,600, whereas that for all undergraduates was $6,200. Like tuition and fees, need varied by the type of public institution attended for both Native American undergraduates and all undergraduates. For example, financial need for Native Americans ranged from $3,800 at less-than-2-year institutions to $6,400 at 4-year, non-doctorate-granting institutions (summary table S5-3). Among undergraduates overall, financial need was lowest for those attending 2-year institutions and highest for those attending 4-year, doctorate-granting institutions.

Figure 5-6

Percent of American Indian and Alaska Native undergraduates and all undergraduates with financial need and average amount of need: 1992-93



Average amount of financial need: $5,574

Average amount of financial need: $6,215

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 National Postsecondary Student Aid Study" (NPSAS:93). As published in NCES, *Student Financing of Undergraduate Education, 1992-93*, tables 4.3a and 4.3b, 1995.

Federal, state, and institutional aid. Financial aid is often awarded by the federal government, states, and postsecondary institutions. This aid may come in the form of grants, loans, work-study, some other type of aid, or some combination of these types of aid. The amount of aid awarded varies by source and type of aid.

Thirty-four percent of American Indian and Alaska Native undergraduates and 31 percent of all undergraduates received some type of federal aid (table 5-2). For Native Americans, this aid was worth, on average, $3,000. For all undergraduates, the average federal aid award was $3,600. State aid was received by 9 percent of American Indian and Alaska Native undergraduates and 10 percent of all undergraduates. The average state financial aid award to Native American undergraduates was about $1,300 and to all undergraduates, about $1,400.

Table 5-2

Percent of American Indian and Alaska Native undergraduates and all undergraduates receiving federal, state, or institutional aid and amount of aid: 1992-93

Source of aid	American Indian/ Alaska Native		Total	
	Percent receiving aid	**Amount of aid received**	Percent receiving aid	Amount of aid received
Any federal aid	**33.8**	**3,000**	31.3	3,567
Any state aid	**9.0**	**1,260**	10.4	1,371
Any institutional aid	**12.9**	**2,006**	12.1	2,832

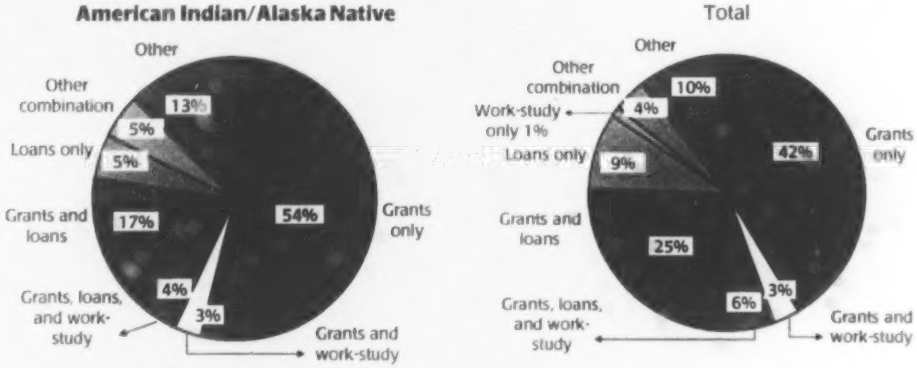
SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 National Postsecondary Student Aid Study" (NPSAS:93), Undergraduate Analysis System. As published in NCES, *Student Financing of Undergraduate Education, 1992-93*, tables 3.2a, 3.3a, and 3.4a, 1995.

Lastly, institutional financial aid was provided to 13 percent of Native American undergraduates and 12 percent of all undergraduates. On average, American Indian and Alaska Native undergraduates received $2,000 and undergraduates overall received $2,800 in financial aid from postsecondary institutions.

Combinations of financial aid. More than half (54 percent) of Native American undergraduates and 42 percent of all undergraduates received financial aid packages based on grants only (figure 5-7). An additional 17 percent of American Indian and Alaska Native undergraduates and 25 percent of all undergraduates received financial aid in the form of grants and loans combined, and 5 percent and 9 percent, respectively, received only loans. Work-study was granted to 7 percent of American Indian and Alaska Natives and 10 percent of all undergraduates, almost exclusively in combination with either grants and/or loans.

Figure 5-7

Percent distribution of financial aid for American Indian and Alaska Native undergraduates and all undergraduates, by combination of type of aid: 1992-93



NOTE: Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS:93). As published in NCES, *Student Financing of Undergraduate Education, 1992-93*, table 3.5a, 1995.

The value of financial aid packages varied with the combination of aid received for both American Indian and Alaska Native undergraduates and all undergraduates. For example, Native American undergraduates received an average of $3,200 in financial aid packages combining grants, loans, and work-study, $3,100 for those composed of loans only, and $2,800 for those that combined both loans and grants (summary table S5-4). Undergraduates overall received an average award of $3,900 in grants, loans, and work-study combined, $3,300 in loans only, and $3,400 in loans and grants combined.

Financial aid by dependency status. Among independent American Indian and Alaska Native undergraduates, 50 percent received financial aid (table 5-3). The average total aid awarded to these students was $3,100. Among all independent undergraduates, 41 percent received an average total aid award of $3,500. Forty-two percent of dependent Native American undergraduates and all undergraduates received financial aid. Among dependent American Indian and Alaska Native undergraduates receiving aid, the average amount was $4,900; among all dependent undergraduates receiving aid, the average was $4,800.

Table 5-3

Percent of American Indian and Alaska Native undergraduates and all undergraduates receiving financial aid for postsecondary education and the average amount awarded to aid recipients, by dependency status: 1992-93

Dependency status	Total	Received any aid	Received grants	Received loans	Average total aid	Average grant amount	Average loan amount
		(Percent)				*(Dollars)*	
Dependent undergraduates							
Total	47.9	41.7	33.5	21.7	4,844	3,140	3,027
American Indian/Alaska Native	**30.1**	**42.3**	**39.2**	**17.0**	**4,863**	**3,026**	**2,947**
Independent undergraduates							
Total	52.1	41.2	35.7	17.9	3,544	1,987	3,531
American Indian/Alaska Native	**69.9**	**50.2**	**44.1**	**14.4**	**3,091**	**1,995**	**3,234**

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS:93), Undergraduate Data Analysis System. As published in NCES, *Profile of Undergraduates in U.S. Postsecondary Education Institutions: 1992-93*, table 1.3b, p. C-11,. table 5.1b, pp. C-92-93, and table 5.2b, pp. C-96-97, 1995.

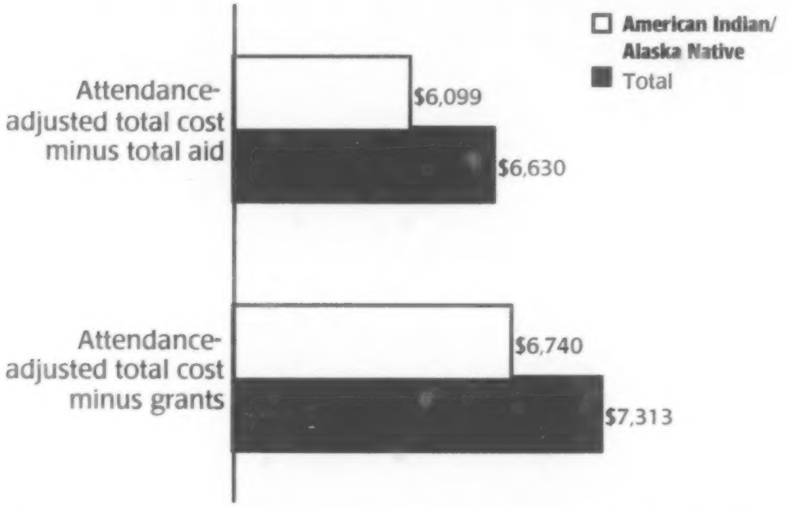
AVERAGE COSTS AFTER FINANCIAL AID

The cost of postsecondary education after financial aid is often measured in two ways. First, costs can be measured in terms of total cost minus total aid. Thus, the type of aid (grants, loans, work-study, etc.) received by the student is irrelevant to this calculation; the focus is only on the dollar amount included in the aid package. A second way to measure college costs is to examine total costs minus grants. Grants are a form of financial aid that do not require repayment, so they do not put a future financial burden on the student (unlike loans) and they do not require the student to work while in school (unlike work-study). Total costs minus grants is almost always higher than total costs minus all aid because substantial portions of financial aid packages are often loans. College loans reduce the current cost of attending postsecondary institutions, but shift financial burdens to the future. This section examines total costs less various types of financial aid as well as net or out-of-pocket expenditures.

Total cost minus financial aid. An examination of attendance-adjusted total cost minus total aid[7] revealed that the remaining cost of postsecondary education for American Indians and Alaska Natives was $6,100. For all undergraduates, the average remaining cost was $6,600 (figure 5-8). Average remaining costs for Native Americans attending public institutions ranged from $5,200 to $7,400 (summary table S5-5). For all undergraduates enrolled in public institutions, average remaining costs ranged from $4,800 to $7,600.

Figure 5-8

Average cost of postsecondary education for American Indian and Alaska Native undergraduates and all undergraduates adjusted by attendance: 1992-93



SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS:93). As published in NCES, *Student Financing of Undergraduate Education, 1992-93*, tables 4.1a and 4.1b, 1995.

Calculating the average cost of postsecondary education using total costs minus grants is another way to examine the actual costs of college attendance. For Native American undergraduates, the average total costs minus grants were $6,700, or $600 more than their total costs minus their total aid (figure 5-8).

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[7] Attendance adjusted total costs (student reported). Tuition and fees actually paid by the student tend to reflect attendance status. Living costs reported by the student were also adjusted for this variable to create an approximation of the total costs incurred for education. For example, if a student was enrolled half-time, only half of the reported living costs were attributed as cost of education (U.S. Department of Education, National Center for Education Statistics, *Student Financing of Undergraduate Education: 1992-93*, p. 180, 1995).

For all undergraduates, excluding only grants from the total cost raised their average costs from $6,700 to $7,300.

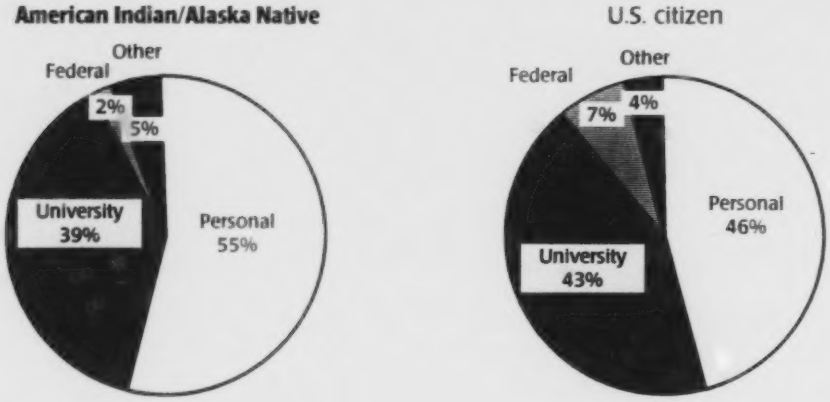
DOCTORATE RECIPIENTS AND SOURCES OF SUPPORT

Students pursuing doctoral degrees are generally reliant on either personal funding, university funding, or federal funding, and many students graduate with debt accrued in the pursuit of their degree. This section briefly discusses the primary sources of funding and any debt acquired by doctoral students related to their attaining this degree.

Primary sources of funding. In 1994, 55 percent of American Indian and Alaska Native doctorate recipients funded their degrees using personal funds (figure 5-9). An additional 39 percent relied on university funding. Among all U.S. citizen doctorate recipients, however, the funding of doctoral degrees was more evenly divided between personal funds and university funding. Native Americans tended to have a greater reliance on personal funding than U.S. citizens overall, but they also tended to earn degrees in fields where all racial/ethnic groups had a greater reliance on personal funding, such as social sciences, humanities, and education (summary table S5-6).

Figure 5-9

Percent distribution of primary sources of support for American Indian and Alaska Native doctor's recipients and U.S. citizen doctor's recipients: 1994



NOTE: Because of rounding, percents may not add to 100.

SOURCE: National Research Council, Office of Scientific and Engineering Personnel, "Survey of Earned Doctorates." As published in National Research Council, *Doctorate Recipients from United States Universities: Summary Report 1994*, table 12, p. 30, 1994.

Cumulative debt acquired by doctorate recipients. Among Native American doctorate recipients, 61 percent graduated owing money for their education and 28 percent owed more than $15,000 (table 5-4). Among all U.S. citizen doctorate recipients, 55 percent graduated with debt and 20 percent graduated owing more than $15,000.

Table 5-4

Cumulative debt related to the education of American Indian and Alaska Native doctor's recipients, all doctor's recipients, and U.S. citizen doctor's recipients, by level of debt: 1994

Level of debt	All Ph.D.s	U.S. citizens	
		Total	**American Indian/ Alaska Native**
Without debt	52.7	44.6	**38.7**
With debt	47.3	55.4	**61.3**
$5,000 or less	12.3	13.7	**15.3**
$5,001 to $10,000	10.1	12.1	**9.5**
$10,001 to $15,000	7.3	9.1	**8.8**
$15,001 or more	17.6	20.4	**27.8**

NA: Not available.

NOTE: All Ph.D.s includes recipients whose debt status is unknown. Percents are based on the number with "Responses to Debt Status". The data for 1994 display information on debt related to a recipient's combined undergraduate and graduate education. Because of rounding, details may not add to totals.

SOURCE: National Research Council, "Survey of Earned Doctorates." As published in National Research Council, *Doctorate Recipients from United States Universities: Summary Report 1994*, table 14, p. 31, 1994.

FEDERAL FUNDING SOURCES FOR NATIVE AMERICAN STUDENTS

Federal funding of Native American postsecondary education has grown from nearly $24 million in 1965 to almost $75 million in 1996 (summary table S5-7). The primary source of federal funding for American Indian and Alaska Native students, as well as students overall, is the Department of Education's Office of Postsecondary Education. Two additional federal agencies, the Department of Interior's Bureau of Indian Affairs (BIA) and the Department of Health and Human Services' Indian Health Service (IHS), offer financial aid programs specifically for American Indian and Alaska Native students. Selected programs offered by each of these agencies are discussed in this section. This discussion is not intended to be exhaustive, but rather it provides an overview of several federal funding opportunities for Native American students.

Office of Postsecondary Education. The Office of Postsecondary Education is one branch of the U.S. Department of Education. It provides the majority of federal support to students attending higher education institutions. This support is available to all U.S. citizens.

There is a multitude of programs for which eligible students can qualify, ranging from Pell Grants to Stafford Loans to PLUS Loans. Each of the funding programs is discussed briefly below:

- **Pell Grants**: These grants are available to undergraduate students who have not previously completed a bachelor's degree or professional degree. The amount of the award is based on the student's financial need, attendance costs, full-time or part-time attendance, and whether the student is attending for a full academic year or less. Students may receive up to $2,700.

- **Federal Perkins Loans**: Perkins Loans are low-interest loans (5 percent interest) that are available to all students demonstrating exceptional need. The student's school lends the money to the student, but the loan is made using government funds. The amount of support a student is eligible to receive depends on the level of degree he/she is seeking and his/her year in that academic program. For example, undergraduates are eligible to receive up to $3,000 a year for a maximum loan of $15,000.

- **Federal Supplemental Educational Opportunity Grant (FSEOG)**: These grants do not need to be repaid, but they are only available to undergraduates with exceptional need. The grants are first awarded to Pell Grant recipients with the lowest expected family contributions. Grants range from $100 to $4,000. Undergraduates who have already received a bachelor's degree or professional degree are not eligible for this program.

- **Federal Work-Study**: This program provides undergraduates and graduate students having financial need with part-time jobs to earn money to pay education-related expenses. The federal government gives money directly to postsecondary institutions. These institutions administer the program.

- **Stafford Loans**: This is the major type of loan made by the Office of Postsecondary Education. These loans are available either directly from the federal government (Direct Stafford Loan) or through a lending institution that participates in the Federal Family Education Loan (FFEL) program. The amount of aid for which a student is eligible is calculated by subtracting the student's expected family contribution, Pell Grant award, and other aid from the total cost of attending school. A Stafford Loan may be used to cover all remaining need. If a student has no remaining need, he/she is still eligible to borrow an amount equal to his/her expected family contribution or the annual limit set on Stafford Loans. The maximum rate of interest on all Stafford Loans is 8.25 percent.

- **PLUS**: These loans are available directly from the government or through the FFEL program. Parents without a bad credit history can borrow money to pay for the educational expenses of a child who is a dependent student enrolled at least half time in an eligible program at an eligible school. These loans can be used to cover all expenses remaining after other sources of aid are subtracted from the costs of attendance. The maximum interest rate on PLUS is 9 percent.

Bureau of Indian Affairs. The Bureau of Indian Affairs is often considered a primary source of financial aid for American Indian and Alaska Native students considering higher education. Higher education-related financial aid programs are administered under the BIA's Continuing Education division. Located within Continuing Education is the Postsecondary Education Branch, which maintains responsibility for administering all higher education programs including the Higher Education Grant Program, the Special Higher Education Grant Program, the Summer Law Program, and funding to postsecondary institutions and tribally controlled community colleges.

The Higher Education Grant Program provides financial assistance to eligible American Indian and Alaska Native students seeking undergraduate degrees at accredited postsecondary institutions. This program was first authorized to administer funds for postsecondary education in 1949. During its first year of operation, the program was authorized an appropriation of $9,390. It assisted 78 student by providing an average grant of $120.[8] In fiscal year 1994, over $30 million was available to 15,000 Native American students, with grants averaging $2,412.[9]

The Special Higher Education Grant Program provides financial assistance to American Indian and Alaska Native graduate students, with priority given to students enrolled in business, education, engineering, law, natural resources, or health fields. In 1994, 580 Native American students received grants through this program.[10]

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[8] U.S. Department of the Interior, Bureau of Indian Affairs, FY 1988 Budget Justification, Higher Education Grant Program, table 1, p. 110.

[9] U.S. Department of the Interior, Bureau of Indian Affairs, FY 1995 Budget Justification .

[10] Information about the Special Higher Education Grant Program was taken from the U.S. Department of Interior's website (www.doi.gov).

The Summer Law Program provides funding for 26 Native American students who have been accepted into an accredited law school to attend a summer program that prepares students for their first year of law school.[11]

Indian Health Service. The Health Care Improvement Act (Public Law 94-437) established a national goal of providing the quantity and quality of health services required to raise the health status of Native Americans to the highest level possible and to maximize the participation of Native Americans in planning and managing these services. In order to meet this goal, the Act authorized the Indian Health Service (IHS), Division of Health Professions, Recruitment, and Training, to establish three interrelated scholarship programs to train health professionals to staff IHS programs and other health programs serving Native Americans. The IHS also established a Loan Repayment Program (LRP) to recruit and retain highly qualified health professionals to meet the staffing needs of the IHS or other Indian health programs.[12]

The IHS offers three scholarships for both full-time and part-time Native American students: Health Professions-Preparatory Compensatory, Health Professions Pregraduate, and Health Professions. The first is designed to provide financial support for Native American students to enroll in courses that will prepare them for acceptance into health professions schools. The Health Professions Pregraduate scholarship provides financial support for Native American students enrolled in courses leading to a bachelor's degree in specific health professions areas, including premedicine, preosteopathy, and predentistry. The third scholarship provides financial support to Native Americans enrolled in health professions and allied health professions programs. Each scholarship is awarded for a 1-year period, but may be renewed annually, as long as the scholarship recipient continues to meet eligibility requirements. Each scholarship also has a service obligation requiring recipients to serve 1 year for every year of scholarship support with either the IHS, a specific tribal health program, an urban health program, or a private practice serving a substantial number of Indians. The minimum payback period is 2 years.

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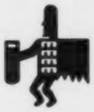
[11] Information about the Summer Law Program was taken from the U.S. Department of Interior's website (www.doi.gov).

[12] Information about the Indian Health Services education programs was taken from the Indian Health Services website (www.ihs.gov).

The Loan Repayment Program (LRP) is designed to recruit and retain highly qualified health professionals to work in IHS health programs or other Indian health programs. Applicants commit to 2 years of service through full-time clinical practice at an IHS facility or approved Indian health program. In return for this commitment, the LRP will repay the participants' educational loans for up to $30,000 per year for each year of service. Eligible applicants must have a degree in a health profession or be in postgraduate training.

OTHER SOURCES OF FINANCIAL AID INFORMATION



Financial aid specifically for American Indian and Alaska Native students pursuing postsecondary education is also available from states, institutions, private foundations and organizations, and tribal organizations. Two general sources of information for scholarships and grants are the National Advisory Council on Indian Education's (NACIE) guide to American Indian and Alaska Native scholarships and the scholarship search found on the College Board's website at www.collegeboard.org.

CONCLUSION

The majority of American Indian and Alaska Native undergraduates require financial aid in order to attend the postsecondary institutions of their choice. Many of these students do receive some type of aid at the federal, state, and/or institution level. However, even after receiving this financial assistance, the majority of Native American undergraduates continue to have unmet financial need.

Federal financial aid is the most common source of aid for Native American undergraduates. The Office of Postsecondary Education is the main provider of federal support for higher education for both American Indian and Alaska Native undergraduates and undergraduates overall. The most common type of federal aid awarded to the Native American undergraduate came in the form of grants, followed by loans.

The federal government also offers several grant and scholarship programs designed specifically for American Indian and Alaska Native students. These programs are administered by the Bureau of Indian Affairs, the Office of Indian Education, and the Indian Health Service. Each of the programs encourages Native American students to pursue postsecondary degrees, but most stipulate specific fields in which study must occur.

Table S5-1. Average expected family contribution among undergraduates, by race/ethnicity and institution control and level: 1992-93

Institution control and level	Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
			(Dollars)			
Average expected family contribution	6,317	**4,036**	6,832	3,599	4,392	6,955
Public						
Less-than-2-year	3,804	**1,524**	5,981	2,036	3,004	4,370
2-year	5,484	**4,180**	5,307	4,038	4,706	5,823
4-year, non-doctorate-granting	6,463	**3,380**	7,362	3,960	4,774	7,003
4-year, doctorate-granting	8,079	**5,572**	7,553	4,115	6,139	8,810
Private, not-for-profit						
Less-than-4-year	4,959	**	3,699	2,585	1,595	5,518
4-year, non-doctorate-granting	7,071	**3,012**	10,933	3,260	2,239	8,282
4-year, doctorate-granting	10,835	**	10,761	5,445	8,235	11,802
Private, for-profit						
Less-than-2-year	2,686	**2,759**	4,830	1,307	2,091	3,319
2-year or more	4,417	**	5,735	2,818	2,308	5,221

**Sample size is too small for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS:93), Undergraduate Data Analysis System. As published in NCES, *Student Financing of Undergraduate Education, 1992-93,* table 4.2, 1995.

Table S5-2. Average tuition and fees for undergraduates, by race/ethnicity, attendance status, and institution control and level: 1992-93

Attendance status and institution control and level	Total	American Indian/ Alaska Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
			(Dollar)			
Average tuition and fees all students	2,503	1,496	3,334	2,429	1,784	2,501
Public						
Less-than-2-year	545	864	272	543	307	587
2-year	597	418	734	581	422	616
4-year, non-doctorate-granting	1,790	1,757	2,182	1,601	1,287	1,822
4-year, doctorate-granting	2,661	1,932	3,415	2,486	2,111	2,637
Private, not-for-profit						
Less-than-4-year	2,437	**	3,404	2,294	2,255	2,516
4-year, non-doctorate-granting	6,569	6,228	8,147	4,845	3,204	7,105
4-year, doctorate-granting	10,073	**	11,926	8,596	9,005	10,112
Private, for-profit						
Less-than-2-year	4,409	4,347	4,587	4,236	4,732	4,450
2-year or more	5,057	**	4,046	4,514	4,400	5,359
Average tuition and fees for full-time/full-year students	4,806	3,100	6,102	4,440	3,493	4,817
Public						
Less-than-2-year	1,093	**	**	747	**	1,203
2-year	1,282	**	1,504	1,118	858	1,325
4-year, non-doctorate-granting	2,521	2,384	2,726	2,432	1,730	2,561
4-year, doctorate-granting	3,366	2,830	4,151	3,180	2,559	3,351
Private, not-for-profit						
Less-than-4-year	4,501	**	**	**	2,914	4,759
4-year, non-doctorate-granting	9,857	**	11,127	6,411	5,226	10,831
4-year, doctorate-granting	12,890	**	14,500	11,490	12,167	12,953
Private, for-profit						
Less-than-2-year	5,002	**	4,774	4,789	4,709	5,191
2-year or more	6,927	**	**	6,598	5,378	7,324
Average tuition and fees for part-time/part-year students	1,347	870	1,624	1,538	1,157	1,318
Public						
Less-than-2-year	412	**	182	478	250	426
2-year	474	295	560	512	359	484
4-year, non-doctorate-granting	1,174	1,229	1,744	1,135	980	1,164
4-year, doctorate-granting	1,803	1,071	2,275	1,627	1,636	1,783
Private, not-for-profit						
Less-than-4-year	1,780	**	2,631	1,911	1,883	1,794
4-year, non-doctorate-granting	3,592	**	3,934	2,913	1,915	3,881
4-year, doctorate-granting	4,878	**	6,233	4,305	5,221	4,817
Private, for-profit						
Less-than-2-year	4,141	**	4,500	4,005	4,743	4,104
2-year or more	4,077	**	3,093	3,745	3,928	4,246

**Sample size is too small for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS:93), Undergraduate Data Analysis System. As published in NCES, *Student Financing of Undergraduate Education, 1992-93*, tables 2.2a, 2.2b, and 2.2c, 1995.

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Table S5-3. Percent of American Indian and Alaska Native undergraduates and all undergraduates with financial need and average amount of need, by race/ethnicity and institution control and level: 1992-93

Institution control and level	Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
			(Percent with financial need)			
Total	60.4	**62.3**	65.4	73.0	65.3	57.1
Public						
Less-than-2-year	57.0	**80.0**	52.5	72.8	58.0	52.0
2-year	46.5	**51.9**	56.8	55.1	48.8	44.0
4-year, non-doctorate-granting	65.1	**81.8**	66.6	73.7	70.4	62.7
4-year, doctorate-granting	65.0	**67.9**	73.0	80.3	68.6	61.8
Private, not-for-profit						
Less-than-4-year	64.1	**	89.6	73.4	81.6	62.3
4-year, non-doctorate-granting	75.1	**	67.4	85.8	93.0	70.6
4-year, doctorate-granting	76.0	**	74.8	84.9	83.9	73.8
Private, for-profit						
Less-than-2-year	92.8	**91.3**	86.0	97.4	95.3	90.5
2-year or more	85.7	**	70.0	88.6	95.8	83.5
			(Dollars)			
Average amount of need	6,215	**5,574**	6,841	6,754	6,057	6,074
Public						
Less-than-2-year	4,314	**3,843**	**	5,167	3,520	4,215
2-year	4,212	**3,983**	4,879	4,178	4,503	4,128
4-year, non-doctorate-granting	5,362	**6,355**	5,992	6,351	5,824	5,108
4-year, doctorate-granting	5,769	**5,650**	6,379	6,549	6,131	5,545
Private, not-for-profit						
Less-than-4-year	6,199	**	**	6,458	6,565	6,144
4-year, non-doctorate-granting	8,992	**	10,720	8,981	6,499	9,332
4-year, doctorate-granting	11,326	**	13,147	12,087	11,997	10,972
Private, for-profit						
Less-than-2-year	7,839	**8,368**	6,687	8,021	7,700	7,945
2-year or more	8,480	**	7,616	8,213	7,500	8,748

**Sample size is too small for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS:93), Undergraduate Data Analysis System. As published in NCES, *Student Financing of Undergraduate Education, 1992-93*, tables 4.3a, 4.3b, 1995.

Table S5-4. Average amount of financial aid received by undergraduates, by race/ethnicity and type of aid: 1992-93

Type of aid	Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
			(Dollars)			
Grants only	2,522	**2,280**	3,467	2,450	2,355	2,508
Grants and work-study	2,214	**2,014**	3,169	2,230	2,098	2,186
Grants, loans and work-study	3,898	**3,245**	4,933	3,754	3,308	3,938
Grants and loans	3,407	**2,829**	4,257	3,264	2,972	3,444
Loans only	3,266	**3,138**	3,291	2,995	3,079	3,329
Loans and work-study	3,320	**	3,296	3,223	3,278	3,340
Work-study only	1,356	**1,384**	1,458	1,294	1,475	1,361

**Sample size is too small for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS:93), Undergraduate Data Analysis System. As published in NCES, *Student Financing of Undergraduate Education, 1992-93*, tables 3.5b, 1995.

Table S5-5. Average cost of postsecondary education among undergraduates adjusted for attendance, by race/ethnicity and institution control and level: 1992-93

Institution control and level	Total	American Indian/ Alaska Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
			(Dollars)			
Attendance-adjusted total cost minus total aid	6,630	**6,099**	8,123	6,233	5,626	6,689
Public						
Less-than-2-year	5,527	**7,417**	4,155	5,336	5,263	5,631
2-year	4,750	**5,215**	5,617	4,766	4,616	4,724
4-year, non-doctorate-granting	6,806	**6,460**	7,150	5,943	5,934	6,994
4-year, doctorate-granting	7,594	**6,763**	8,858	6,530	6,568	7,713
Private, not-for-profit						
Less-than-4-year	6,113	**	9,573	6,422	5,094	6,202
4-year, non-doctorate-granting	9,106	**9,418**	12,986	7,484	5,983	9,563
4-year, doctorate-granting	12,534	**	15,056	9,939	10,647	12,732
Private, for-profit						
Less-than-2-year	8,050	**8,866**	9,123	7,871	7,665	8,207
2-year or more	8,321	**	8,908	7,903	6,299	8,799
Attendance-adjusted total cost minus grants	7,313	**6,740**	8,525	7,020	6,130	7,381
Public						
Less-than-2-year	5,583	**7,495**	4,178	5,389	5,272	5,696
2-year	4,898	**5,482**	5,584	4,849	4,700	4,894
4-year, non-doctorate-granting	7,458	**7,402**	7,387	6,579	6,351	7,677
4-year, doctorate-granting	8,467	**7,699**	9,356	7,617	7,365	8,573
Private, not-for-profit						
Less-than-4-year	6,949	**	10,265	7,438	5,539	7,108
4-year, non-doctorate-granting	10,544	**11,658**	13,785	9,495	6,841	11,003
4-year, doctorate-granting	14,253	**	16,604	12,047	12,266	14,432
Private, for-profit						
Less-than-2-year	9,438	**10,256**	10,491	8,731	9,073	9,878
2-year or more	10,477	**	10,096	9,686	7,816	11,196
Adjusted student cost minus federal grants	7,783	**7,181**	9,086	7,479	6,476	7,847
Public						
Less-than-2-year	5,618	**7,643**	4,178	5,394	5,316	5,733
2-year	4,995	**5,585**	5,672	4,982	4,776	4,991
4-year, non-doctorate-granting	7,736	**7,940**	7,702	6,900	6,581	7,946
4-year, doctorate-granting	8,911	**8,522**	9,923	8,170	7,952	8,975
Private, not-for-profit						
Less-than-4-year	7,268	**	10,598	7,688	5,630	7,442
4-year, non-doctorate-granting	12,261	**14,108**	15,544	10,575	7,745	12,895
4-year, doctorate-granting	16,713	**	19,064	14,908	15,058	16,815
Private, for-profit						
Less-than-2-year	9,552	**10,386**	10,682	8,804	9,192	10,006
2-year or more	10,763	**	10,229	10,061	7,999	11,486

**Sample size is too small for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS:93), Undergraduate Data Analysis System. As published in NCES, *Student Financing of Undergraduate Education, 1992-93*, tables 4.1a, 4.1b, and 4.1c, 1995.

Table S5-6. Number of doctor's recipients and percent distribution of primary sources of support, by demographic group, race/ethnicity, and broad field: 1994

Primary source of support	All Ph.D.s	U.S. citizens	U.S. citizens				
			American Indian/ Alaska Native	Asian/ Pacific Islander	Black	Hispanic	White
All fields (number)	29,658	20,600	101	683	703	608	18,365
Personal	36.3 %	45.8 %	54.5 %	26.6 %	56.0 %	46.9 %	46.1 %
University	51.7	43.0	38.6	54.5	28.9	35.0	43.4
Federal	5.4	7.1	2.0	13.3	7.8	13.7	6.7
Other	6.6	4.1	5.0	5.6	7.3	4.4	3.9
Physical sciences (number)	5,084	2,939	8	139	39	70	2,663
Personal	11.3 %	15.4 %	25.0 %	12.2 %	17.9 %	11.4 %	15.7 %
University	78.3	72.0	75.0	71.9	59.0	62.9	72.4
Federal	4.9	8.1	0.0	10.1	7.7	17.1	7.7
Other	5.5	4.5	0.0	5.8	15.4	8.6	4.2
Engineering (number)	4,327	1,803	6	158	36	40	1,546
Personal	15.7 %	19.6 %	50.0 %	19.6 %	5.6 %	17.5 %	19.9 %
University	68.3	58.6	50.0	61.4	36.1	42.5	59.2
Federal	5.3	12.1	0.0	7.6	30.6	37.5	11.6
Other	10.7	9.7	0.0	11.4	27.8	2.5	9.2
Life sciences (number)	5,694	3,826	17	182	77	100	3,429
Personal	20.7 %	26.7 %	35.3 %	18.1 %	26.0 %	22.0 %	27.3 %
University	58.7	51.4	58.8	51.6	45.5	43.0	51.6
Federal	12.9	18.0	5.9	27.5	19.5	32.0	17.1
Other	7.8	3.9	0.0	2.7	9.1	3.0	3.9
Social sciences (number)	4,741	3,804	21	95	124	127	3,412
Personal	47.6 %	53.4 %	57.1 %	41.1 %	42.7 %	47.2 %	54.4 %
University	43.1	39.7	33.3	46.3	38.7	33.9	30.9
Federal	4.7	5.1	0.0	9.5	11.3	13.4	4.4
Other	4.6	1.7	9.5	3.2	7.3	5.5	1.3
Humanities (number)	3,282	2,672	17	35	57	88	2,453
Personal	42.7 %	46.0 %	47.1 %	31.4 %	49.1 %	39.8 %	46.3 %
University	50.2	47.8	35.3	51.4	38.6	52.3	48.0
Federal	2.2	2.2	0.0	11.4	3.5	2.3	2.0
Other	5.0	4.0	17.6	5.7	8.8	5.7	3.7
Education (number)	4681	4232	22	46	312	147	3693
Personal	79.2 %	83.1 %	86.4 %	69.6 %	82.4 %	87.1 %	83.2 %
University	14.4	12.2	9.1	23.9	13.8	8.2	12.1
Federal	1.2	1.1	4.5	4.3	1.6	3.4	0.9
Other	5.2	3.6	0.0	2.2	2.2	1.4	3.8
Professional/other (number)	1,849	1,324	10	28	58	36	1,189
Personal	52.2 %	62.2 %	50.0 %	67.9 %	48.6 %	69.4 %	62.7 %
University	37.8	31.6	50.0	28.6	32.8	22.2	31.6
Federal	1.5	1.8	0.0	0.0	6.6	0.0	1.6
Other	8.4	4.5	0.0	3.6	12.1	8.3	4.0

NOTE: Numbers represent those Ph.D.s with known primary support; percents are based on these numbers. Because the nonresponse to "primary" source of support is much greater than for other variables, and fluctuates from year to year, the reader is advised *not* to compare percents in this table with those published in earlier reports. The overall nonresponse rate to "primary" source of support was 27.7 percent in 1994, compared to 33.9 percent in 1993, 30.4 percent in 1992, and 22.5 percent in 1991. "Personal" includes loans as well as own earnings and contributions from the spouse/family. Federally funded research assistantships (RAs) are grouped under "University" because not all recipients of such support are aware of the actual source of funding. "Other" support includes U.S. nationally competitive fellowships, business/employer funds, foreign government, state government, and other nonspecified sources. Physical sciences include mathematics and computer science. Because of rounding, percents may not add to 100.

SOURCE: National Research Council, Office of Scientific and Engineering Personnel, Survey of Earned Doctorates. As published in National Research Council, *Doctorate Recipients from United States Universities: Summary Report 1994*, table 12, p. 30, 1994.

Table S5-7. Federal funds for all postsecondary education programs and Indian education programs: Selected fiscal years, 1965-96

Year	Total funding for postsecondary education purposes	Indian education programs			Percent of total postsecondary education funding for Indian education programs
		Total	Continuing education	Higher education scholarships	
	(Dollars in thousands)				
1965	1,197,511	23,893	8,993	14,900	2.0
1970	3,447,697	24,800	9,380	15,420	0.7
1975	7,644,037	35,364	13,311	22,053	0.5
1980	11,115,882	44,799	16,909	27,890	0.4
1981	12,084,842	42,430	15,140	27,290	0.4
1982	10,872,849	42,917	16,636	26,281	0.4
1983	10,753,445	39,556	14,951	24,605	0.4
1984	10,163,188	50,299	25,299	25,000	0.5
1985	11,174,379	53,256	24,338	28,918	0.5
1986	11,065,646	54,011	24,167	29,844	0.5
1987	10,077,456	58,965	25,986	32,979	0.6
1988	10,419,100	61,544	30,822	30,722	0.6
1989	13,014,330	58,860	28,424	30,436	0.5
1990	13,650,915	65,500	34,911	30,589	0.5
1991	14,703,594	67,093	36,875	30,218	0.5
1992	14,384,138	71,285	38,970	32,315	0.5
1993	17,844,015	71,350	39,840	31,510	0.4
1994	16,734,359	76,919	43,184	33,735	0.5
1995	17,623,937	76,244	43,907	32,337	0.4
1996	14,802,259	74,725	44,215	30,510	0.5

NOTE: Continuing education includes adult education, tribally controlled community colleges, postsecondary institutions, and other education. Some data may have been revised from previously published figures. To the extent possible, amounts reported represent outlays rather than obligations.

SOURCE: U.S. Department of Education, National Center for Education Statistics, compiled from data appearing in U.S. Office of Management and Budget, *Budget of the U.S. Government*, fiscal years 1967 to 1997; National Science Foundation, *Federal Funds for Research and Development*, fiscal years 1965 to 1996; and unpublished data obtained from various federal agencies. As published in NCES, *Digest of Education Statistics: 1996*, table 356, p. 386-95, 1996.

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American Indian and Alaska Native Staff and Faculty in Institutions of Higher Education

"The recruitment and retention of AI/AN administrators and teachers is difficult for mainstream schools, but role models for students are desperately needed."

Blueprints for Indian Education:
Improving Mainstream Schooling
Robin Butterfield

In 1993, there were 12,615 American Indians and Alaska Natives[1] employed in institutions of higher education (IHEs), representing approximately 0.5 percent of all IHE staff (summary table S6-1). Over 70 percent of Native American staff were employed full time, and of these employees, 22 percent were employed as full-time faculty (figure 6-1 and summary table S6-1). Both Native American men and women have experienced growth in their number of IHE staff positions, especially in faculty, executive/administrative/managerial, and professional positions since 1983, but growth in positions for American Indian and Alaska Native women has outpaced the increase in positions for their male counterparts (summary table S6-2). By 1993, Native American women held 53 percent of all positions held by Native Americans.

This chapter summarizes national statistics on American Indian and Alaska Native higher education faculty and also presents information on nonfaculty employment of American Indians in higher education positions. The discussion is limited to those institutions that are considered accredited at the higher education level by the U.S. Department of Education and are known as institutions of higher education (IHEs). Throughout this chapter comparisons are made of American Indian and Alaska Native staff to total staff in the 50 states and the District of Columbia. Tables in the text and the summary tables often include distributions giving data for multiple racial/ethnic groups; however, the discussion is limited to American Indians and Alaska Natives.

The chapter covers three major topics: (1) data sources; (2) total staff in institutions of higher education; and (3) higher education faculty. The summary tables referred to in the text appear at the end of the chapter.

Highlights

- In 1993, a total of 12,215 American Indian and Alaska Native staff were employed in institutions of higher education (summary table S6-1). Of these, 9,229 were employed full time (figure 6-1).

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[1] The terms "Native American" and "American Indian and Alaska Native" are used interchangeably throughout this chapter.

- In 1993, American Indians and Alaska Natives were 0.5 percent of all full-time staff, 0.4 percent of all full-time faculty, and 0.7 percent of the U.S. population aged 20-64 (table 6-1).

- Overall full-time staff in IHEs grew by about 12 percent from 1983 to 1993, while the increase in American Indian and Alaska Native staff over the same period was about 37 percent. Full-time faculty increased by 53 percent among Native Americans and 12 percent overall (figure 6-3).

- Over the last 20 years, women have had larger increases than men in number of faculty among all faculty and among American Indians and Alaska Natives (figure 6-4). In 1993, women were 38 percent of American Indian and Alaska Native faculty and 33 percent of the total IHE full-time faculty (summary table S6-2).

- Fifty-nine percent of American Indian and Alaska Native faculty and 60 percent of total IHE faculty had full-time status in 1993. At 2-year institutions, however, a somewhat larger percentage of Native American faculty were employed full time than among all faculty (47 percent and 36 percent, respectively; figure 6-6).

- The median salaries for American Indian and Alaska Native full-time faculty in 1993 were 91 percent of median salaries for full-time faculty overall (figure 6-9).

- In 1993, about 29 percent of the total IHE faculty were full professors compared with 18 percent of American Indian and Alaska Natives (figure 6-10).

- In 1993, American Indians and Alaska Native full-time faculty were the least likely to have tenure of any racial/ethnic group. Among American Indian and Alaska Natives about 38 percent of full-time faculty had tenure compared with about 51 percent for all full-time faculty (figure 6-11).

- From 1981 to 1993, an estimated 2,031 American Indian and Alaska Native full-time faculty were newly hired (summary table S6-5). However, many of these represented transfers among those already in academe or the replacement of those retiring. The net gain in Native American faculty was about 224.

- The institutions with the largest number of American Indian and Alaska Native faculty were Navajo Community College (51 faculty), University of New Mexico-Main Campus (46 faculty), and Robeson Community College (42 faculty; table 6-9).

- In 1993, 620 or about 8 percent of the full-time American Indian and Alaska Native faculty were employed in tribal colleges (table 6-11 and summary table S6-2). In 1994, an estimated 8 percent of American Indian and Alaska Native students were enrolled in tribal colleges (figure 7-4).

SOURCES OF DATA

Data included in this chapter are taken from the following major national sources: (1) the National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), Fall Staff surveys; (2) the U.S. Equal Employment Opportunity Commission, EEO-6 Higher Education Reports collected between the mid-1970s and 1991; and (3) the NCES National Study of Postsecondary Faculty (NSOPF) conducted in 1988 and 1993. The IPEDS and EEO-6 reports are based on counts from the universe of institutions and are combined to present historical trend data from 1976 to 1993.

The Integrated Postsecondary Educational Data System (IPEDS) Fall Staff survey. The Fall Staff survey is a census that collects information on all staff employed at postsecondary institutions. The survey is part of the larger IPEDS system, and the staff information is collected biennially in the odd years. Prior to 1993, the fall staff data collection was shared with the Equal Employment Opportunity Commission's EEO-6 survey. NCES collected information on those institutions not covered in the EEO-6 data collection and the information was then merged. In 1993, NCES sponsored the entire data collection for the first time. That year, the IPEDS Fall Staff survey response rate was about 92 percent for institutions of higher education; the data were imputed for nonresponse. Faculty numbers include all persons who customarily conduct instruction, research, or public service and who hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these ranks. If their principal activity is instructional, deans are also included as faculty members. Research and teaching assistants are excluded from the faculty category.

EEO-6 Higher Education Staff Information. The EEO-6 report was conducted on a biennial basis from its inception in 1975 until 1993 and included all public and private institutions of higher education with 15 or more employees. Data on institutions having fewer than 15 employees were collected by NCES from 1986 to 1993, when NCES assumed responsibility for the entire data collection.

The National Study of Postsecondary Faculty (NSOPF). NSOPF was initiated by NCES in 1988, a second survey was completed in 1993, and a third survey is scheduled to be conducted in 1999. In 1988, the sample consisted of about 14,000 faculty members from a stratified random sample of 480 colleges and universities. In 1993, the sample was increased to 974 institutions and to about 31,000 faculty members; the institutional response rate was 85 percent and the faculty response rate about 87 percent. NSOPF-88 only included faculty involved in instruction. NSOPF-93 defined "faculty" to include instructors without faculty status, administrators, researchers, faculty on leave, and faculty with temporary appointments. Although black, Hispanic, and Asian faculty were oversampled to provide sufficient cell sizes for estimation, neither of the two NSOPF surveys oversampled Native Americans. The NSOPF-93 sample included about 160 American Indians and Alaska Natives.

AMERICAN INDIAN AND ALASKA NATIVE STAFF IN INSTITUTIONS OF HIGHER EDUCATION

This section provides an overview on American Indian and Alaska Native employment in all occupations in institutions of higher education, with a focus on full-time employment.[2] In the fall of 1993, about 2.6 million persons or about 2 percent of the total U.S.

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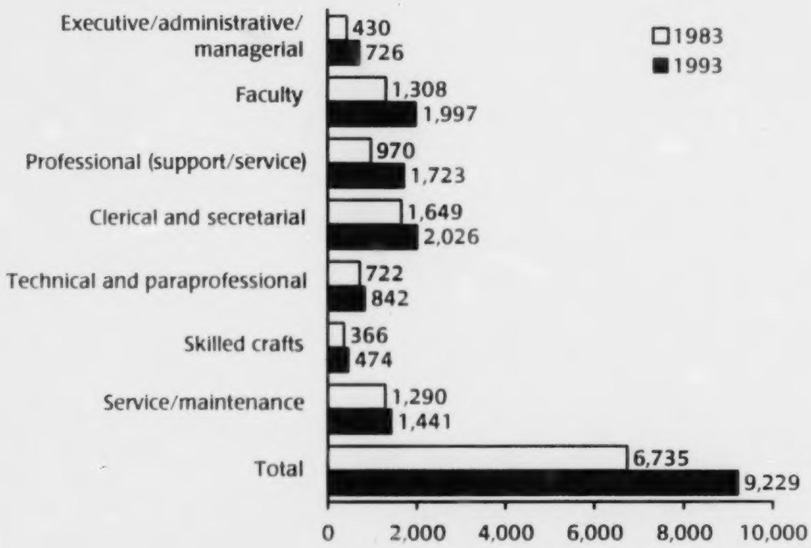
[2] Full-time employees are also known as full-time staff. This designation includes all persons on the payroll of the institution and classified by the institution as full time. Faculty on sabbatical leave and persons who are on leave but remain on the payroll are included. It should be noted that faculty is a subgroup of staff (see figure 6-2 for a complete list of staff subgroups).

workforce were employed in institutions of higher education (summary table S6-1). Of these, an estimated 1.8 million were full-time employees (summary table S6-2). Among total employees, 12,615 were American Indians or Alaska Natives (summary table S6-1). Among full-time employees, 9,229 or 0.5 percent were American Indians or Alaska Natives (figure 6-1 and summary table 6-2). This figure was up from 6,735 or 0.4 percent of the total in 1983 (figure 6-1 and summary table S6-2).

Figure 6-1

Total number of American Indian and Alaska Native full-time staff employed in institutions of higher education: Fall 1983 and 1993



SOURCE: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information" survey, unpublished data, 1983; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, table B-1c, p. 69, 1996.

Full-time staff by primary occupation. Among full-time faculty, American Indians and Alaska Natives were about 0.4 percent of the total (table 6-1). Among executive/managerial/administrative positions and professional support services, American Indians and Alaska Natives held about 0.5 percent of the total full-time positions. Native Americans had a higher share of the technical/paraprofessional (0.6 percent), clerical and secretarial (0.6 percent), skilled crafts (0.8 percent), and service/maintenance (0.8 percent) positions than they did of the professional occupation positions.

Table 6-1

Percent distribution of full-time staff in institutions of higher education, by race/ethnicity and primary occupation: Fall 1993

Primary occupation	Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Non-resident alien
All staff	1,783,510	**0.5**	3.5	12.3	4.1	78.1	1.3
Professional staff							
Executive/administrative/managerial	137,834	**0.5**	1.6	8.9	2.6	86.1	0.2
Faculty	545,706	**0.4**	4.6	4.7	2.2	85.9	2.0
Professional (support/ service)	355,554	**0.5**	4.3	9.4	3.1	79.9	2.6
Nonprofessional staff							
Technical/paraprofessional	142,846	**0.6**	4.1	16.3	4.7	72.7	1.3
Clerical and secretarial	351,962	**0.6**	2.4	16.4	5.7	74.6	0.2
Skilled crafts	60,926	**0.8**	1.1	11.0	5.4	81.3	0.1
Service/maintenance	188,682	**0.8**	2.1	31.9	9.1	55.6	0.4
1993 population distribution							
U.S. adult resident (age 20-64)	121,400,000	**0.7**	3.4	11.4	9.3	75.3	NA
U.S. labor force	5,355,000	**NA**	2.7	11.0	8.1	78.2	NA

NA: Not available.

NOTE: Instruction/research assistants are defined as part-time only. Because of rounding, percents may not add to 100.

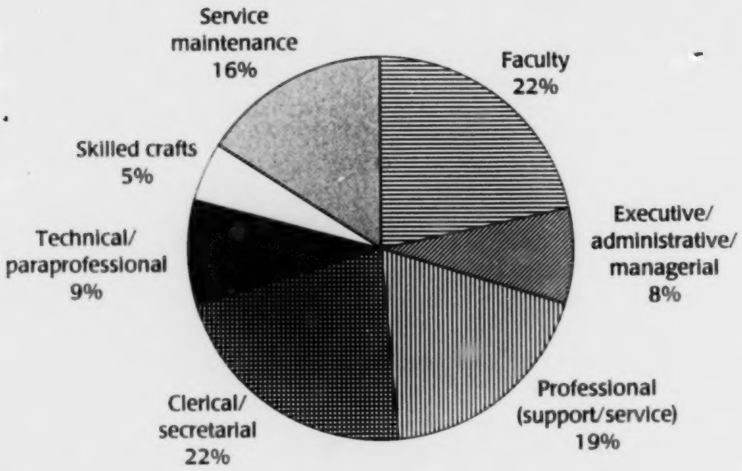
SOURCE: (Population) U.S. Bureau of Census, *Statistical Abstract of the United States: 1994*, tables 19, 50 and 615, 1995; (Staff) U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, table 5, p. 18, 1996.

These differences in the share of Native American employment in occupational categories were reflected in the differences in the percentage distributions of Native American and total full-time IHE staff (figure 6-2). In 1993, among American Indian and Alaska Native higher education staff, faculty were 22 percent of all full-time staff, while among all higher education full-time staff, faculty were about 31 percent.

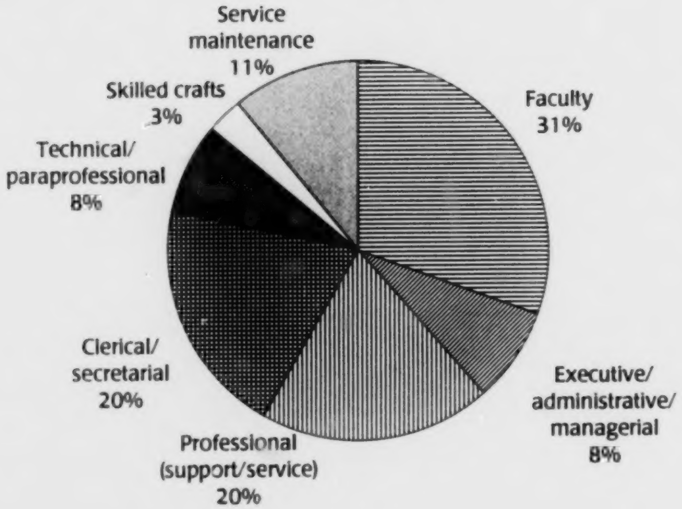
Figure 6-2

Percent distribution of American Indian and Alaska Native full-time staff and total full-time staff in institutions of higher education: Fall 1993

American Indian/Alaska Native



Total

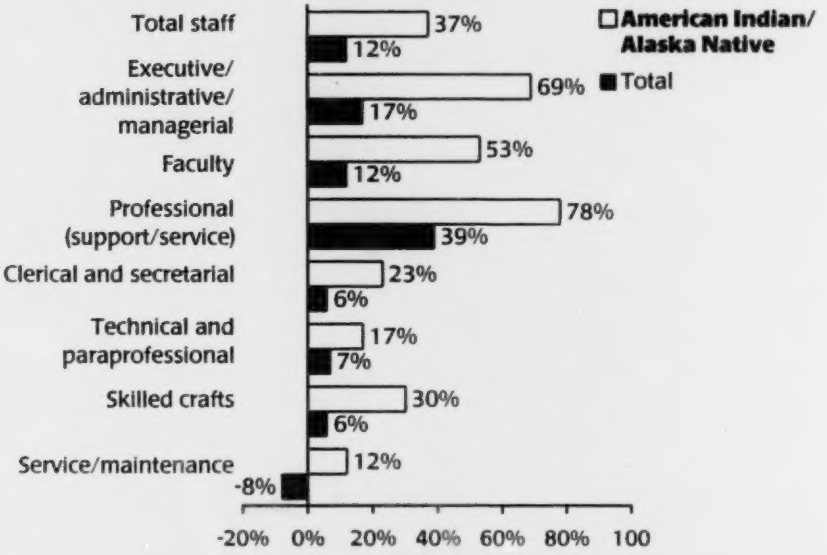


NOTE: Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As calculated from NCES, *Fall Staff in Postsecondary Institutions, 1993*, table B-1c, p. 69, 1996.

Growth in full-time staff by primary occupation. In recent years employment among American Indians and Alaska Natives in institutions of higher education for each higher education occupation category grew faster than among total IHE staff (figure 6-3). Overall, full-time employment among all staff in institutions of higher education grew by about 12 percent over the 1983-93 period compared with 37 percent growth among Native Americans.

Figure 6-3
Percent-change in the number of American Indian and Alaska Native full-time staff and total full-time staff in institutions of higher education, by primary occupation: Fall 1983-93



SOURCE: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information" survey, 1983; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As calculated from NCES, *Fall Staff in Postsecondary Institutions, 1993*, table B-1c, p. 69, 1996.

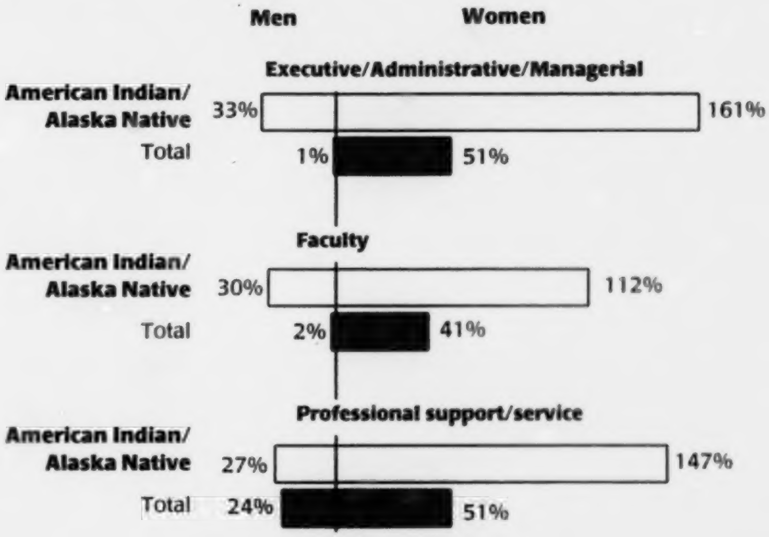
While the rate of change was higher for American Indians and Alaska Natives than for the total staff, the specific occupational groups experiencing high rates of growth between 1983 and 1993 were the same among both populations (figure 6-3). The largest increase among both groups was in the professional (support/service) category. This group increased by 78 percent among Native Americans and 39 percent overall. Among American Indians and Alaska Natives, full-time faculty grew by 53 percent, compared with 12 percent overall.

The least growth occurred in the nonprofessional occupations. For example, among the service maintenance group overall, there was an 8 percent decline among full-time staff at institutions of higher education. Among American Indians and Alaska Natives, this occupational group also exhibited the least growth, increasing only 12 percent.

Growth in full-time staff by sex. From 1983 to 1993, American Indian and Alaska Native women and women overall experienced more rapid growth in higher education professional occupation categories than men (figure 6-4). For example, among full-time Native American faculty, men increased by 30 percent while women increased by 112 percent. Among all full-time faculty at institutions of higher education, men increased by 2 percent and women by 41 percent.

Figure 6-4

Percent change in the number of American Indian and Alaska Native full-time staff and total full-time staff in institutions of higher education, by sex and selected professional occupations: Fall 1983-93



SOURCE: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information" survey, unpublished data, 1983; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As calculated from NCES, *Fall Staff in Postsecondary Institutions, 1993*, table B-1f, p. 72, 1996.

Staff representation compared with working-age population. Despite having a much higher rate of increase than all staff, American Indians and Alaska Natives do not yet have the same share of professional employment in institutions of higher education as their proportions in the working-age population. In 1993, American Indians and Alaska Natives composed 0.7 percent of the adult resident population aged 20-64 and about 0.5 percent of full-time IHE staff (table 6-1).

Salaries of full-time staff. Salary comparisons are affected by the age of employees, regional distribution, and also by the institution level and control in which employees are most frequently located. American Indian and Alaska Native salaries ranged from 79 percent of the overall salary for executive/administrative/managerial positions to 96 percent or more of the total for the nonprofessional categories such as technical/paraprofessional, clerical/secretarial, skilled crafts, and service maintenance (table 6-2). Among Native American full-time faculty, salaries were 91 percent those of the total full-time faculty. Additional details on faculty salaries are discussed in the next section.

Table 6-2

Median salaries for full-time staff in institutions of higher education, by primary occupation and race/ethnicity: Fall 1993

Race/ethnicity	Faculty (9- to 10-month contract)	Executive/ administrative/ managerial	Professional (support/ service)	Technical/ paraprofessional	Clerical/ secretarial	Skilled crafts	Service/ maintenance
Total	$43,205	$49,845	$32,517	$23,893	$20,108	$26,880	$18,178
American Indian/Alaska Native	**39,118**	**39,432**	**28,179**	**22,885**	**19,214**	**26,854**	**17,448**
Asian/Pacific Islander	48,309	52,494	34,789	25,524	23,361	30,625	20,443
Black, non-Hispanic	39,104	45,490	31,186	21,616	19,758	23,969	16,399
Hispanic	41,920	45,146	31,472	23,318	20,353	26,290	18,441
White, non-Hispanic	43,325	50,435	32,820	24,415	20,077	27,234	19,178
Nonresident alien	41,536	46,613	26,985	22,964	19,936	24,706	15,543

NOTE: Medians are calculated from grouped data assuming equal distribution throughout interval. The medians are lower than the mean salaries reported from the 1993 IPEDS "Salaries and Fringe Benefits" survey and the 1993 National Survey of Postsecondary Faculty. The average mean 9-month, full-time salaries reported for these surveys were $46,364 and $46,966, respectively.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, figure 8, p. 21, 1996.

AMERICAN INDIAN AND ALASKA NATIVE FACULTY

This section focuses primarily on American Indian and Alaska Native faculty, one segment of total IHE staff. First, estimates of the number of faculty from NSOPF-93 are compared with counts of total faculty from IPEDS. This is followed by a comparison of the percentage of full-time faculty with student enrollment and completions. Then faculty distribution by institution level, control, and program area are examined, followed by a discussion of salary, rank, tenure, and new hire data. Lastly, information on tribal college faculty and staff is examined.

ESTIMATES AND COUNTS OF THE NUMBER OF AMERICAN INDIAN AND ALASKA NATIVE FACULTY

Because American Indian and Alaska Natives constitute a small percentage of the total faculty, estimates from sample surveys, even of the number of American Indian and Alaska Native faculty, and are subject to relatively large sampling errors. Estimates from the IPEDS Fall Staff survey are based on a census of all institutions and do not have the problem of sampling error. However, as discussed in the introduction to this sourcebook, self-identification as a member of a particular racial/ethnic group is less stable among American Indians or Alaska Natives than among other groups. It may also involve more situations in which a person has multiple racial/ethnic identities, as has been revealed in recent data collections.

Faculty estimates and counts. The NSOPF-93 study estimated that 5,424 full- and part-time American Indian and Alaska Native faculty were employed in postsecondary institutions in fall of 1992 (summary table S6-3). Of these, 2,793 were employed full time. Using a less inclusive definition of faculty, the IPEDS Fall Staff survey counted a total of 3,407 full- and part-time American Indian and Alaska Native faculty for fall of 1993 (summary table S6-1). In addition to differences in faculty definitions, this variation in numbers may reflect either sampling error from NSOPF or the fact that identity as a Native American is not completely stable. The total faculty counted by NSOPF was 1,015,044 compared to 915,474 in IPEDS (summary tables S6-3 and S6-1, respectively).

Considered as a percentage of the total faculty, in the NSOPF-93 sample survey estimates, Native Americans were 0.5 percent of the total; in the IPEDS counts, they were 0.4 percent of the total. As a percentage of full-time faculty, American Indians and Alaska Natives were 0.5 percent in NSOPF and 0.4 percent in IPEDS.

FULL-TIME FACULTY IN IHEs

In 1976, fewer than 1,000 American Indian and Alaska Native full-time faculty were employed in 3,031 institutions of higher education (figure 6-5). By 1993, the number had reached 1,997 in about 3,670 institutions, an increase of about 130 percent among Native Americans compared to an increase of 25 percent among full-time faculty at all institutions of higher education over the same period.[3] As a proportion of all full-time faculty, American Indians and Alaska Natives went from 0.2 percent to 0.4 percent of the total.

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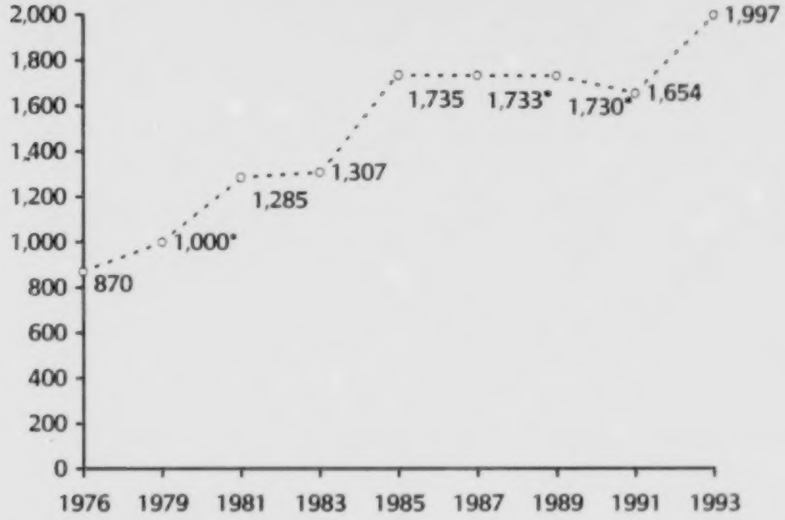
[3] In 1976 there were an estimated 435,000 total full-time faculty; in 1993 the figure was 545,706 full-time faculty.

Figure 6-5
Number of American Indian and Alaska Native full-time faculty in institutions of higher education: Selected years, 1976 to 1993



*Number estimated based on percentages reported.

SOURCE: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information" survey, unpublished data, 1975-91; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, table 11, p. 33, 1995.

Full-time faculty and student enrollment and completions. An issue of continuing concern is the underrepresentation of American Indian and Alaska Native faculty relative to enrollment. In 1976, American Indians and Alaska Natives were 0.7 percent of undergraduate enrollments and 0.4 percent of bachelor's degree completions (table 6-3). In 1975, they represented 0.2 percent of full-time faculty. In 1993, Native Americans were 0.9 percent of undergraduate enrollment, 0.5 percent of bachelor's degree completions, and 0.4 percent of full-time faculty. These data seem to indicate that some progress was made between the 1970s and mid-1990s in the relative difference between the proportion of students and the share of faculty that were American Indians and Alaska Natives.

Table 6-3

Percent distribution of full-time faculty and total undergraduate fall enrollment and bachelor's degree completions in institutions of higher education, by race/ethnicity: Fall 1975, 1976, and 1993

Race/ethnicity	1976 undergraduate fall enrollment	1976 bachelor's degree completions	1975 full-time faculty	1993 undergraduate fall enrollment	1993 bachelor's degree completions	1993 full-time faculty
Total (number)	9,419,000	917,900	435,000	12,324,000	1,142,562	545,706
		(Percent distribution)			(Percent distribution)	
American Indian/ Alaska Native	**0.7**	**0.4**	**0.2**	**0.9**	**0.5**	**0.4**
Asian/Pacific Islander	1.8	1.5	2.2	5.1	4.4	4.6
Black, non-Hispanic	10.0	6.4	4.4	10.5	6.7	4.7
Hispanic	3.8	2.0	1.4	7.5	3.9	2.2
White, non-Hispanic	82.1	88.0	91.7	73.8	81.7	85.9
Nonresident alien	1.5	1.7	NA	2.1	2.8	2.0

NA: Not available. Data for nonresident alien full-time faculty were not collected.

NOTE: Because of rounding, percents may not add to 100.

SOURCE: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information" survey, unpublished data, 1975; U.S. Department of Education, National Center for Education Research, High Education General Information Survey (HEGIS), "Fall Enrollment" survey, 1976 and "Degrees and Other Formal Awards Conferred" survey, 1976; Integrated Postsecondary Enrollment Data System (IPEDS), "Fall Staff" survey, 1993, "Fall Enrollment" survey, 1993, and "Completions" survey, 1993. (Enrollment) NCES, *Digest of Education Statistics, 1996,* table 203, p. 208; (Completions) NCES, *Degrees Conferred in Institutions of Higher Education, by Race/Ethnicity and Sex: 1976-77 through 1986-87,* table 2, p. 19, 1990; and (Faculty) NCES, *Digest of Education Statistics, 1996,* table 221, p. 231, 1996.

DISTRIBUTION OF FULL-TIME FACULTY BY INSTITUTION CONTROL AND LEVEL

In this section, American Indian and Alaska Native faculty are compared on the basis of their employment in IHEs by control and level.

Distribution by control and level. American Indian and Alaska Native faculty were more likely than the total faculty to be employed in public and 2-year institutions (table 6-4). About 84 percent of all (full- and part-time) Native American faculty were employed in public institutions compared with about 71 percent of all faculty. Among all American Indian and Alaska Native faculty, about 49 percent were in 2-year institutions compared with 32 percent for the total. For full-time faculty, these figures were 39 percent and 19 percent, respectively.

Table 6-4

Percent distribution of American Indian and Alaska Native and total faculty in institutions of higher education, by institution level and control: Fall 1993

Institution level and control	Full- and part-time faculty		Full-time faculty only	
	American Indian/ Alaska Native	Total	**American Indian/ Alaska Native**	Total
Level				
2-year	**49**	32	**39**	19
4-year	**51**	68	**61**	81
Control				
Public	**84**	71	**82**	70
Private	**16**	29	**18**	30

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As calculated from NCES, *Fall Staff in Postsecondary Institutions, 1993*, tables B-1b, B-2b, B-3b, pp. 68, 75, and 82, 1996.

PART-TIME AND FULL-TIME FACULTY

Overall since the 1970s, the proportion of part-time faculty at IHEs has increased. Among the total IHE faculty, the percentage of part-time faculty is estimated to have increased from about 22 percent in 1970 to about 40 percent in 1993.[4] Among American Indian and Alaska Native faculty, about 41 percent of faculty were part time in 1993-94 (figure 6-6). In 4-year institutions, Native American faculty had part-time status (31 percent) at about the same rates as the total faculty (29 percent). Among 2-year colleges, however, American Indian and Alaska Native faculty were more likely than overall faculty to be full time; 47 percent of American Indians and Alaska Natives were full time in 2-year colleges compared with 36 percent among total faculty.

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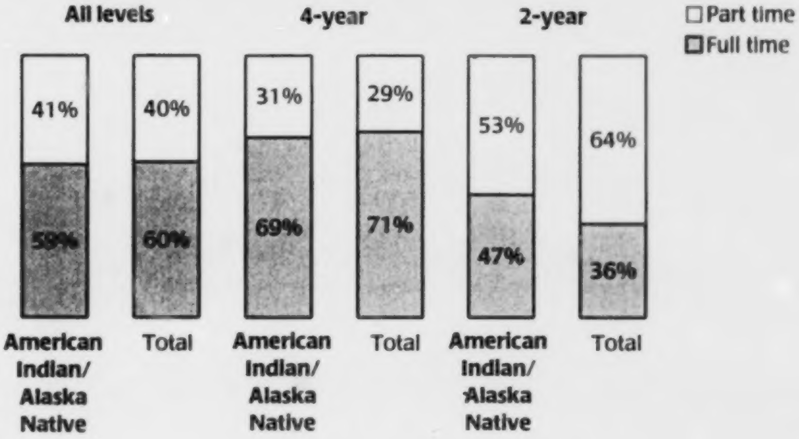
[4] U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in *Fall Staff in Postsecondary Institutions, 1993*, 1996.

Figure 6-6

Percent distribution of American Indian and Alaska Native faculty and total faculty in institutions of higher education, by institution level and employment status: Fall 1993

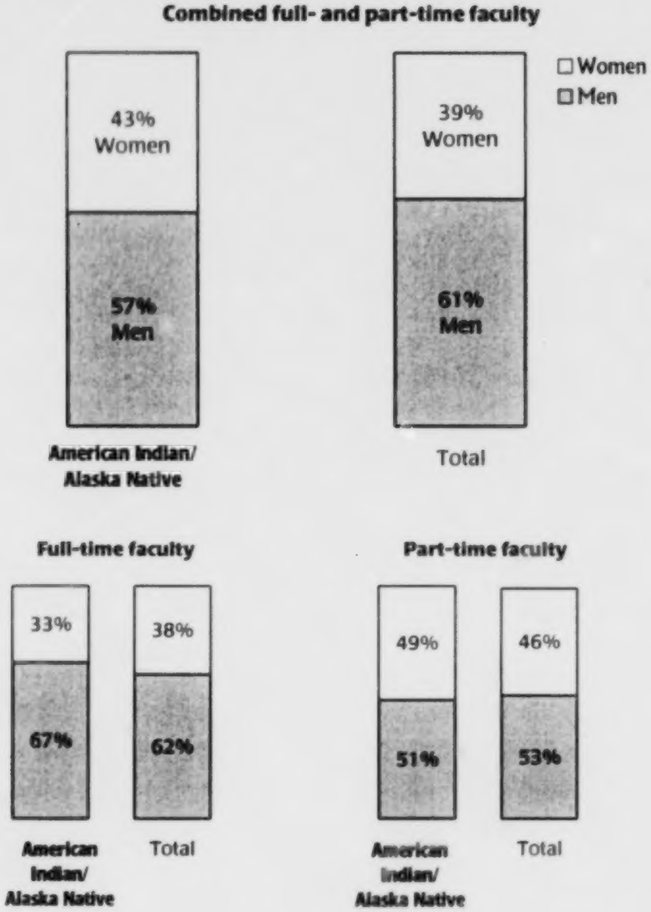


SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As calculated from NCES, *Fall Staff in Postsecondary Institutions, 1993,* tables B-1c, B-1d, B-2a, B-3a, pp. 69, 70, 74, and 81, 1996.

Part-time and full-time faculty by sex. As discussed earlier, since the 1970s, female faculty increased proportionately more than male faculty (figure 6-4). Women were also more likely than men to be employed as part-time faculty and to be employed in 2-year institutions (figure 6-7 and figure 6-8). Overall the distribution by sex among American Indian and Alaska Native faculty in 1993-94 was similar to that for total IHE faculty. About 40 percent of Native American and all faculty were women (43 percent and 39 percent, respectively). Examined by institution level, however, women constituted a somewhat higher proportion of the total American Indian and Alaska Native faculty at 4-year institutions than of the total faculty (42 percent compared with 34 percent; figure 6-8).

Figure 6-7

Percent distribution of American Indian and Alaska Native faculty and total faculty in institutions of higher education, by sex and employment status: Fall 1993



NOTE: Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As calculated from NCES, *Fall Staff in Postsecondary Institutions, 1993*, tables B-1e, B-1f, B-1g, pp. 71-73, 1996.

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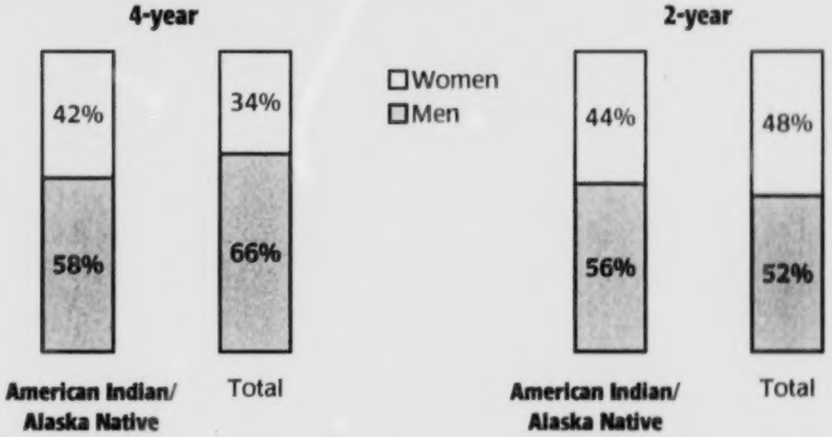
Figure 6-8

Percent distribution of American Indian and Alaska Native faculty and total faculty in institutions of higher education, by institution level and sex: Fall 1993



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As calculated from NCES, *Fall Staff in Postsecondary Institutions, 1993*, tables B-2e and B-3e, pp. 78 and 85, 1996.

FULL-TIME FACULTY SALARIES

In 1993, the median 9- to 10-month full-time contract salary for American Indians and Alaska Natives was $39,118; the comparable figure for total full-time faculty at institutions of higher education was $43,205 (figure 6-9). Thus, the American Indian/Alaska Native median salary was about 91 percent that of the total. Looking at median salary by institution level, Native American median salaries were 98 percent of those of all full-time faculty in 2-year institutions, but only 89 percent of those in 4-year institutions. The largest differences were in private institutions, where American Indian and Alaska Native salaries were 82 percent those of all full-time faculty.

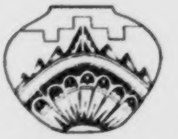
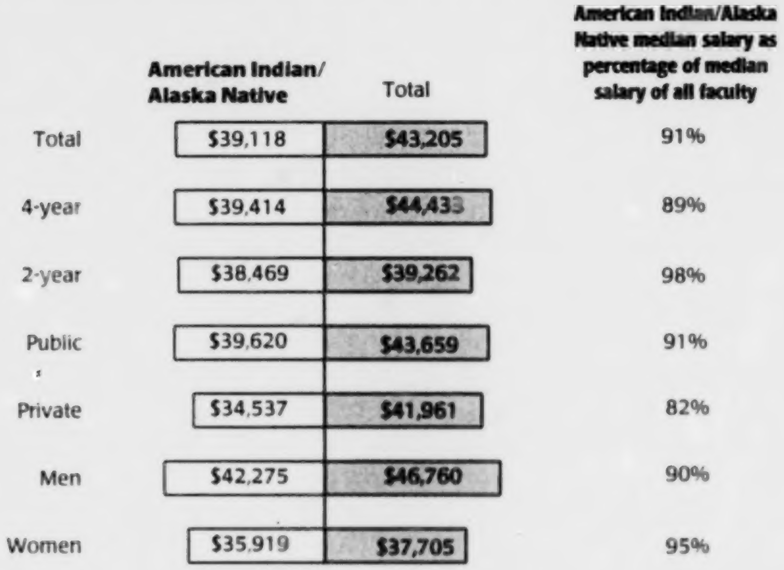


Figure 6-9

Median salaries of American Indian and Alaska Native full-time faculty and total full-time faculty in institutions of higher education, by institution level and control, and sex: Fall 1993



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, table B-5a1, p. 90, 1996.

Differences in salary by sex. Among American Indian and Alaska Native full-time faculty, the median salary of women was 85 percent that of men. Among the total institution of higher education full-time faculty, the median salary for women was about 81 percent that of men (figure 6-9).

FULL-TIME FACULTY RANK

The distribution by rank for American Indian and Alaska Native full-time faculty differs from that among all full-time faculty at institutions of higher education. Among the total full-time IHE faculty, almost one-third (29 percent) were full professors in 1993-94 (figure 6-10). Among American Indian and Alaska Native faculty, only 18 percent were full

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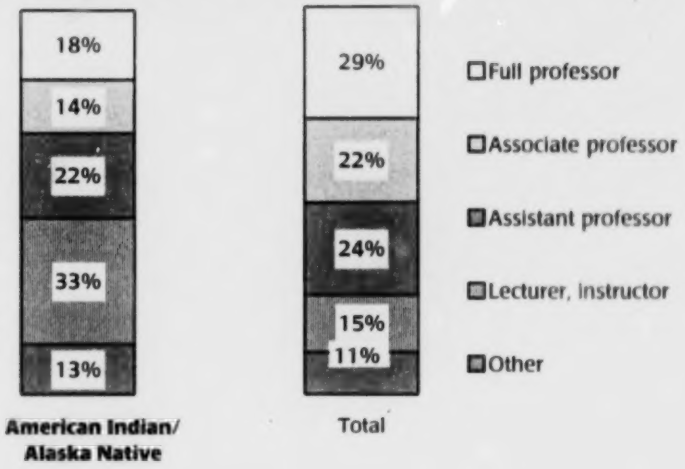
professors. The largest percentage of American Indians and Alaska Natives held the rank of lecturer or instructor (33 percent).

Figure 6-10

Percent distribution of American Indian and Alaska Native full-time faculty and total full-time faculty in institutions of higher education, by rank: Fall 1993



NOTE: Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, table B-7a1, p. 106, 1996.

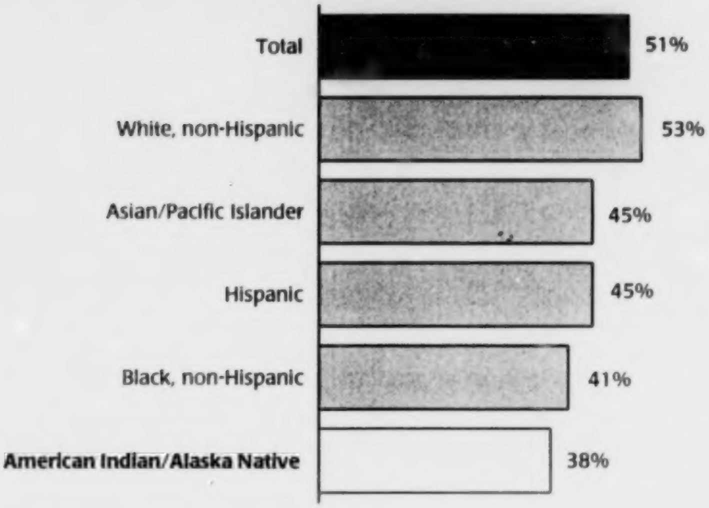
Trend over time in rank distribution. National data on full-time faculty rank by race/ethnicity first became available in 1981. A comparison of the 1981 distribution and the distribution in the early 1990s shows little change in rank distribution (summary table S6-4). American Indians and Alaska Natives were 0.2 percent of full professors in both 1981 and 1993. The largest increase in American Indian and Alaska Native faculty as a proportion of total faculty occurred in the rank of instructors. In 1981, Native American faculty were 0.4 percent of total instructors; by 1993, they were 0.9 percent of this group.

FULL-TIME FACULTY TENURE STATUS

In 1993, American Indian and Alaska Native faculty were the least likely to have tenure of any racial/ethnic group (figure 6-11), with 38 percent having tenure compared with 51 percent of the total faculty. The difference in tenure status between Native American full-time faculty and all faculty is less at 4-year institutions than at 2-year institutions. At 4-year institutions, about 75 percent of all full-time faculty were either tenured (52 percent) or on tenure track (23 percent). Among American Indian and Alaska Native faculty, the corresponding figure was 70 percent either tenured (39 percent) or on tenure track (31 percent; table 6-5). At 2-year institutions, over half (54 percent) of American Indian and Alaska Native full-time faculty were not on tenure track compared with 41 percent of all full-time faculty.

Figure 6-11

Percent of full-time faculty with tenure in institutions of higher education, by race/ethnicity: Fall 1993



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993,* table B-7a1, p. 106, 1996.

Table 6-5

Percent distribution of tenure status of American Indian and Alaska Native full-time faculty and total full-time faculty in institutions of higher education, by institution level: Fall 1993

Tenure status	**American Indian/ Alaska Native**		Total	
	Number	**Percent**	Number	Percent
All levels	**1,997**	**100**	545,706	100
Tenured	**757**	**38**	279,424	51
On tenure track	**446**	**22**	114,278	21
Not on tenure track	**794**	**40**	152,004	28
4-year	**1,218**	**100**	441,496	100
Tenured	**474**	**39**	230,615	52
On tenure track	**373**	**31**	101,338	23
Not on tenure track	**371**	**30**	109,543	25
2-year	**779**	**100**	104,210	100
Tenured	**283**	**36**	48,809	47
On tenure track	**73**	**9**	12,940	12
Not on tenure track	**423**	**54**	42,461	41

NOTE: Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, tables B-7a1, B-7b1, and B-7c1, pp. 106, 109, and 110, 1996.

Trends over time in tenure status. Among American Indians and Alaska Natives, the percentage of full-time faculty who had tenure was 38 percent in both 1975 and 1993. However, the percentage of full-time faculty who were not on a tenure track rose, and correspondingly the percentage not yet tenured but on a tenure track declined (table 6-6). In 1975, 33 percent of American Indian and Alaska Native full-time faculty were not yet tenured but were on a tenure track. However, by 1993 this percentage had fallen to 22 percent. Correspondingly, the percentage not on tenure track increased from 29 percent to 40 percent in the same period.

Table 6-6

Percent distribution of tenure status of full-time faculty in institutions of higher education, by race/ethnicity: Fall 1975 and 1993

Tenure status	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
Tenured					
1975	**38.0**	44.2	36.0	41.4	53.5
1993	**37.9**	45.2	40.9	45.0	53.3
Nontenured, on track					
1975	**33.3**	31.7	39.3	35.6	28.4
1993	**22.3**	26.4	26.9	27.2	19.9
Nontenured, not on track					
1975	**28.6**	24.1	24.7	23.0	18.1
1993	**39.8**	28.3	32.2	27.8	26.9

NOTE: EEO-6 data were collected for the 1975-76 academic year. Because of rounding, percents may not add to 100.

SOURCE: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information" surveys, 1975-91; and U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993,* tables B-7a1, p. 106, 1996.

NEWLY HIRED FULL-TIME FACULTY

In addition to counts of existing faculty, the EEO-6 surveys and the subsequent IPEDS Fall Staff surveys have included information on faculty hired in a 1-year period. Nationwide, the number of newly hired full-time faculty has fluctuated between 33,000 and 41,000 per year since the mid-1970s when the data were first collected (table 6-7). The smallest number was reported in 1991 (33,356) and the highest, 2 years earlier in 1989 (41,157). In 1993, a total of 34,557 new full-time faculty were hired. Among American Indian and Alaska Native faculty, the number has fluctuated between 119 new full-time faculty hires in 1977 and 182 in 1989. In 1993, 156 full-time Native American faculty were hired, 10 fewer than in 1991.

Table 6-7

Number of new full-time faculty hires in institutions of higher education, by race/ethnicity: Selected years, 1977 to 1993

Year	Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Non-resident alien	Institutions reporting
1977	37,302	**119**	1,264	2,004	690	33,225	NA	3,031
1989	41,157	**182**	2,694	2,675	1,218	34,388	NA	3,452
1991	33,356	**166**	2,507	2,324	1,200	27,159	NA	3,285
1993	34,557	**156**	1,838	2,190	1,081	27,419	1,609	3,670

NA: Not available; 1993 was the first year that nonresident alien was a separate staff category. For this reason, the number of new hires between 1991 and 1993 decreased in certain categories, especially Asian or Pacific Islander.

NOTE: Between 1977 and 1991, the number of institutions reporting varies by year; 1993 data were imputed to cover 3,670 institutions. The race/ethnicity unknown category, which is included in the total but not shown in the table, had 264 new hires in 1993.

SOURCE: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information" surveys, 1977, 1989, and 1991; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993,* table 12, p. 38, 1996.

Considered as a proportion of newly hired faculty, American Indians and Alaska Natives were about 0.5 percent of the total in 1993 (figure 6-12). This was about 0.1 percent more than they were of the total full-time faculty in the same year.

The extent to which new hires result in a net gain in full-time faculty is influenced by several factors, including retirements and other exits from academia, as well as the frequency of faculty moving from institution to institution. Consequently, a portion of the new faculty hired each year represents transfers of faculty among institutions. Estimates of the total number of new faculty first-time hires over the 10-year period of 1981 to 1991 were made using the EEO-6 data for the odd years and estimating the even year new hires.[5] The researchers found an estimated total of about 390,466 new full-time hires between 1981 and 1991 (summary table S6-5) and a net gain of about 53,247 faculty. They estimated 2,031 full-time American Indian and Alaska Native faculty were newly hired between 1981 to 1991, but they estimated a net gain of only about 224 faculty.

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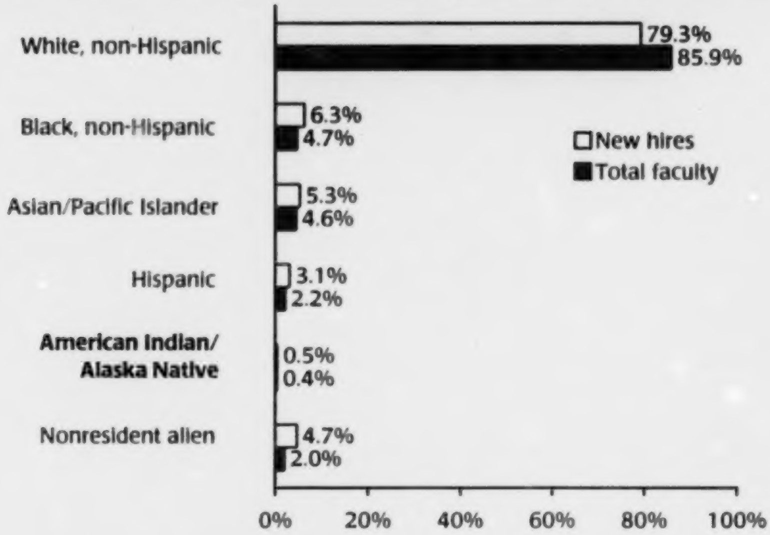
[5] D. Carter and E. O'Brien, "Employment and Hiring Patterns for Faculty of Color," *American Council on Education Research Briefs,* Vol. 4, No. 6, 1993.

Figure 6-12
Percent distribution of new full-time hires and total full-time faculty in institutions of higher education, by race/ethnicity: Fall 1993



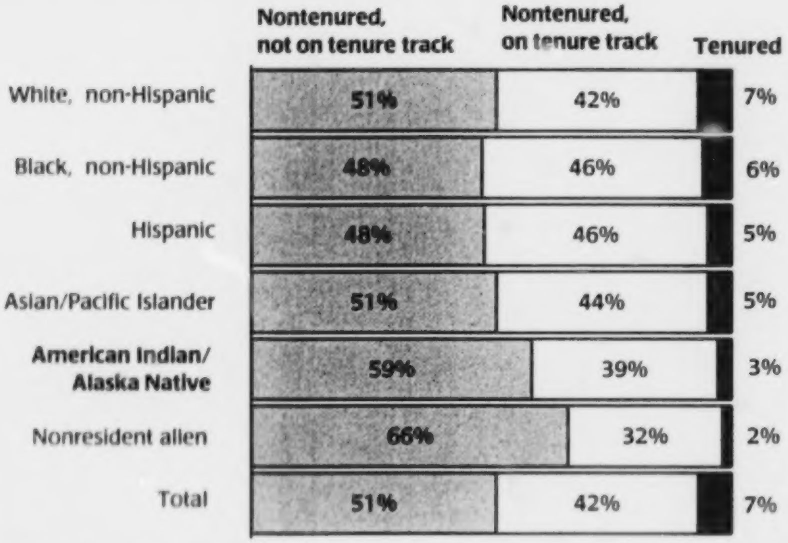
NOTE: Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, figure 18, p. 37, 1996.

Tenure status of new hires. The lower tenure rates among American Indian and Alaska Native faculty than among the total IHE faculty were also apparent among new hires (figure 6-13). In 1993, among the total higher education staff, about 7 percent were hired with tenure, and another 42 percent were hired on a tenure track. Among Native Americans, about 3 percent were hired with tenure, and 39 percent were hired on a tenure track.

Figure 6-13

Percent distribution of tenure status of newly hired full-time faculty in institutions of higher education, by race/ethnicity: Fall 1993



NOTE: Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, figure 19, p. 39, 1996.

LOCATION OF AMERICAN INDIAN AND ALASKA NATIVE STAFF AND FACULTY

While there were some differences in the specific institutions where the largest numbers of American Indian and Alaska Native staff and faculty were employed, most staff and faculty were located in the same areas where large numbers of Native Americans resided (see figure 1-4).

Number of staff. The five largest employers of Native American staff included Navajo Community College with 237, University of New Mexico-Main Campus with 221, University of Oklahoma-Norman Campus with 219, Oklahoma State-Main Campus with 209, and Haskell Indian Junior College with 194 (table 6-8). Two of these institutions are considered tribal colleges (Navajo Community College and Haskell Indian Junior College).[6] All 5 of these institutions were among the top 12 colleges in terms of number of degrees awarded to American Indian and Alaska students (table 4-6).

Percent of staff. Institutions with the largest percentages of American Indian and Alaska Native staff were Haskell Indian Nations University (87 percent of the total staff), Oglala Lakota College (81 percent), Stone Child College (80 percent), and Turtle Mountain Community College (79 percent; table 6-8). All four of these institutions have predominately American Indian/Alaska Native enrollment (see chapter 3) and all are tribal colleges.[7]

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[6] See chapter 7 for a detailed discussion of tribal colleges.

[7] Note 6.

Table 6-8

Institutions of higher education with the largest number of American Indian and Alaska Native staff: Fall 1993

Institution name	State	Total staff	American Indian/ Alaska Native	
			Total	Percent
Navajo Community College[1]	Arizona	356	237	66.6
University of New Mexico-Main Campus	New Mexico	8,423	221	2.6
University of Oklahoma Norman Campus	Oklahoma	4,264	219	5.1
Oklahoma State University-Main Campus	Oklahoma	5,209	209	4.0
Haskell Indian Junior College[2]	Kansas	223	194	87.0
University of Arizona	Arizona	11,956	183	1.5
Pembroke State University	North Carolina	424	171	40.3
University of Alaska Fairbanks	Alaska	1,713	130	7.6
Northern Arizona University	Arizona	2,581	120	4.7
Northeastern State University	Oklahoma	961	116	12.1
Institute of American Indian Arts	New Mexico	139	109	78.4
United Tribes Technical College	North Dakota	181	107	59.1
Oglala Lakota College	South Dakota	128	103	80.5
University of Oklahoma Health Sciences Center	Oklahoma	3,063	100	3.3
University of South Alabama	Alabama	5,370	88	1.6
Robeson Community College	North Carolina	270	77	28.5
Southeastern Oklahoma State University	Oklahoma	439	74	16.9
Little Hoop Community College[3]	North Dakota	95	72	75.8
Salish Kootenai Community College	Montana	114	61	53.5
University of Tulsa	Oklahoma	1,461	61	4.2
University of North Dakota-Main Campus	North Dakota	3,623	59	1.6
Tulsa Junior College	Oklahoma	1,840	58	3.2
Turtle Mountain Community College	North Dakota	68	54	79.4
University of Alaska Anchorage	Alaska	1,155	48	4.2
Stone Child College	Montana	55	44	80.0
Humboldt State University	California	1,073	40	3.7
The University of Montana	Montana	2,115	40	1.9
University of Central Oklahoma	Oklahoma	1,352	40	3.0
Fort Peck Community College	Montana	60	39	65.0
Albuquerque Technical Vocational Institute	New Mexico	1,374	39	2.8
Fort Belknap College	Montana	52	36	69.2
Northland Pioneer College	Arizona	401	34	8.5
Rogers State College	Oklahoma	426	34	8.0
Nebraska Indian Community College	Nevada	59	32	54.2
Bacone College	Oklahoma	83	30	36.1
Blackfeet Community College	Montana	69	29	42.0
San Juan College	New Mexico	383	28	7.3
Oklahoma State University-Okmulgee	Oklahoma	311	28	9.0
Oral Roberts University	Oklahoma	800	28	3.5
Bemidji State University	Minnesota	478	26	5.4
Standing Rock College[4]	North Dakota	45	26	57.8
University of Minnesota-Duluth	Minnesota	1,064	22	2.1
Northeastern Oklahoma Agricultural And Mechanical College	Oklahoma	370	21	5.7
Palomar College	California	1,198	20	1.7
City Colleges of Chicago-Harry S Truman College	Illinois	982	20	2.0
Black Hills State University	South Dakota	309	20	6.5
University of Alaska Southeast	Alaska	238	19	8.0
Evergreen State College	Washington	569	19	3.3
College of The Redwoods	California	593	18	3.0
Riverside Community College	California	1,070	18	1.7
Rose State College	Oklahoma	777	18	2.3
Butte College	California	738	17	2.3
Lake Superior State University	Michigan	406	17	4.2

[1] Navajo Community College recently changed its name to Diné Community College.

[2] Haskell Indian Junior College recently changed its name to Haskell Indian Nations University.

[3] Little Hoop College recently changed its name to Cankdeska Cikana Community College.

[4] Standing Rock College recently changed its name to Sitting Bull College.

NOTE: Total staff includes staff with unknown race/ethnicity. Institutions appearing in italics are tribal colleges.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, unpublished data, 1993.

Faculty employment. In terms of total faculty, the largest numbers of American Indians and Alaska Natives were found at Navajo Community College with 51, University of New Mexico-Main Campus with 46, Robeson Community College with 42, Southeastern Oklahoma State University with 32, Haskell Indian Junior College with 28, Institute of American Indian Arts and Turtle Mountain Community College with 25 each, and University of Alaska-Fairbanks with 24 (table 6-9). Haskell Indian Junior College, Institute of American Indian Arts, and Turtle Mountain Community College are all tribal colleges.[a]

American Indian and Alaska Natives were the largest percentage of faculty at Turtle Mountain Community College (69 percent), Institute of American Indian Arts (66 percent), Fort Belknap College (56 percent), and Haskell Indian Junior College (54 percent; table 6-9). All of these institutions are tribal colleges.

In terms of states, the largest number of American Indian and Alaska Native faculty were found in California with 690, Oklahoma with 257, and Texas with 210 (summary table S6-6).

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[a] See chapter 7 for a detailed discussion of tribal colleges.

Table 6-9

Institutions of higher education with the largest number of American Indian and Alaska Native faculty: Fall 1993

Institution name	State	Total faculty	American Indian/ Alaska Native	
			Total	Percent
Navajo Community College[1]	Arizona	161	51	31.7
University of New Mexico-Main Campus	New Mexico	2,209	46	2.1
Robeson Community College	North Carolina	180	42	23.3
Southeastern Oklahoma State University	Oklahoma	209	32	15.3
Haskell Indian Junior College[2]	Kansas	52	28	53.8
Institute of American Indian Arts	New Mexico	38	25	65.8
Turtle Mountain Community College	North Dakota	36	25	69.4
University of Alaska Fairbanks	Alaska	519	24	4.6
University of Central Oklahoma	Oklahoma	668	21	3.1
Northland Pioneer College	Arizona	226	20	8.8
University of Oklahoma Norman Campus	Oklahoma	1,029	19	1.8
University of North Dakota-Main Campus	North Dakota	927	18	1.9
Northeastern State University	Oklahoma	389	17	4.4
Bacone College	Oklahoma	35	16	45.7
The University of Connecticut Sch of Med And Dent	Connecticut	522	15	2.9
Fort Belknap College	Montana	25	14	56.0
Rogers State College	Oklahoma	210	14	6.7
University of Tulsa	Oklahoma	454	14	3.1
Fort Peck Community College	Montana	29	13	44.8
Grossmont College	California	561	12	2.1
Northeastern Oklahoma Agricultural And Mech Coll	Oklahoma	154	12	7.8
Victor Valley College	California	299	11	3.7
Nebraska Indian Community College	Nebraska	35	11	31.4
Pembroke State University	North Carolina	146	11	7.5
Oklahoma State University-Okmulgee	Oklahoma	126	11	8.7
Oral Roberts University	Oklahoma	405	11	2.7
Eastern Washington University	Washington	520	11	2.1
University of Alaska Anchorage	Alaska	386	10	2.6
Oglala Lakota College	South Dakota	34	10	29.4
West Valley College	California	399	9	2.3
Augsburg College	Minnesota	300	9	3.0
Green River Community College	Washington	333	9	2.7
Mount Senario College	Wisconsin	58	9	15.5
Devry Institute of Technology	Illinois	52	8	15.4
Bemidji State University	Minnesota	214	8	3.7
Little Hoop Community College[3]	North Dakota	23	8	34.8
Evergreen State College	Washington	176	8	4.5
United Tribes Technical College	North Dakota	35	7	20.0
Fullerton College	California	250	6	2.4
Mt San Antonio College	California	308	6	1.9
Fort Lewis College	Colorado	236	6	2.5
Cameron University	Oklahoma	177	6	3.4
The College of Osteopathic Medicine of Osu	Oklahoma	142	6	4.2
Sisseton-Wahpeton Community College	South Dakota	18	6	33.3
Northland College	Wisconsin	47	6	12.8
Glendale Community College	Arizona	206	5	2.4
Merritt College	California	106	5	4.7
Minneapolis Community College	Minnesota	78	5	6.4
Brainerd/Staples Technical College-Staples Campus	Minnesota	101	5	5.0
Blackfeet Community College	Montana	21	5	23.8
Salish Kootenai Community College	Montana	25	5	20.0
Northern Nevada Community College	Nevada	192	5	2.6
Grays Harbor College	Washington	119	5	4.2

[1] Navajo Community College recently changed its name to Diné Community College.

[2] Haskell Indian Junior College recently changed its name to Haskell Indian Nations University.

[3] Little Hoop College recently changed its name to Cankdeska Cikana Community College.

NOTE: Total faculty includes faculty with unknown race/ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, unpublished data, 1993.

TRIBAL COLLEGE STAFF AND FACULTY

The development of tribal colleges represents the determination of Native peoples to achieve academic excellence rooted in cultural traditions.[9] In addition to the goals of colleges in general, tribal colleges have identified a set of goals that are intrinsic to their mission. These include the following:

- Preserving and communicating traditional culture;
- Enhancing economic opportunity within the reservation community; and
- Improving health care at the community level through support or participation in alcohol and drug abuse programs.[10]

In keeping with this second objective, in particular, tribal colleges provide a place of employment for Native Americans.

Staff employed in tribal colleges. The 26 tribal colleges reporting staffing information to IPEDS in 1993 employed about 2,271 staff (table 6-10), about half of whom (54 percent) were American Indians and Alaska Natives. Of the 781 total tribal college faculty, about 237 (or 30 percent) were American Indians or Alaska Natives (table 6-11).

Faculty employed in tribal colleges. About 7 percent of the 3,407 American Indian and Alaska Native faculty were employed in tribal colleges in 1993 (table 6-11 and summary table S6-1). Among the 1,997 Native American full-time faculty, about 166 or 8 percent were employed in tribal colleges (table 6-9 and summary table S6-2).[11] In 1994, about 8 percent of Native American student enrollment was in tribal colleges (figure 7-4).

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[9] C. Duran, "The Role of Libraries in American Tribal College Development." *College and Research Libraries*, September 1991, p. 395.

[10] Carnegie Foundation for the Advancement of Teaching, *Tribal Colleges: Shaping the Future of Native America*, 1989.

[11] Tribal college data used to calculate the percentage of Native American faculty in tribal colleges may include data from institutions that were not recognized as institutions of higher education.

Table 6-10

American Indian and Alaska Native staff and total staff, by tribal college: Fall 1993

Institution name	All staff (full and part time)			Full-time staff			Part-time staff		
	Total staff	American Indian/ Alaska Native		Total staff	American Indian/ Alaska Native		Total staff	American Indian/ Alaska Native	
		Total	**Percent**		**Total**	**Percent**		**Total**	**Percent**
Total	2,271	**1,237**	**54%**	2,001	**1,099**	**55%**	270	**138**	**51%**
Bay Mills Community College	4	**NA**	**NA**	2	**NA**	**NA**	2	**NA**	**NA**
Blackfeet Community College	69	**29**	**42**	52	**29**	**56**	17	**NA**	**NA**
Cheyenne River Community College	10	**NA**	**NA**	4	**NA**	**NA**	6	**NA**	**NA**
Crownpoint Institute of Technology	101	**NA**	**NA**	81	**NA**	**NA**	20	**NA**	**NA**
D-Q University	23	**8**	**35**	23	**8**	**35**	0	**0**	**NC**
Dull Knife Memorial College	33	**17**	**52**	32	**17**	**53**	1	**0**	**0**
Fort Belknap College	52	**36**	**69**	33	**21**	**64**	19	**15**	**79**
Fort Berthold Community College	30	**18**	**60**	21	**12**	**57**	9	**6**	**67**
Fort Peck Community College	60	**39**	**65**	42	**26**	**62**	18	**13**	**72**
Haskell Indian Junior College[1]	223	**194**	**87**	218	**190**	**87**	5	**4**	**80**
Institute of American Indian Arts	139	**109**	**78**	133	**104**	**78**	6	**5**	**83**
Lac Courte Oreilles Ojibwa Community College	35	**NA**	**NA**	33	**NA**	**NA**	2	**NA**	**NA**
Little Big Horn College	61	**36**	**59**	31	**13**	**42**	30	**23**	**77**
Little Hoop Community College[2]	95	**72**	**76**	92	**70**	**76**	3	**2**	**67**
Navajo Community College[3]	356	**237**	**67**	329	**210**	**64**	27	**27**	**100**
Nebraska Indian Community College	59	**32**	**54**	36	**23**	**64**	23	**9**	**39**
Northwest Indian College	54	**NA**	**NA**	53	**NA**	**NA**	1	**NA**	**NA**
Oglala Lakota College	128	**103**	**80**	123	**98**	**80**	5	**5**	**100**
Salish Kootenai Community College	114	**61**	**54**	114	**61**	**54**	0	**0**	**NC**
Sinte Gleska University	125	**NA**	**NA**	90	**NA**	**NA**	35	**NA**	**NA**
Sisseton-Wahpeton Community College	35	**15**	**43**	27	**11**	**41**	8	**4**	**50**
Southwestern Indian Polytechnic Institute	116	**NA**	**NA**	116	**NA**	**NA**	0	**0**	**NC**
Standing Rock College[4]	45	**26**	**58**	40	**21**	**53**	5	**5**	**100**
Stone Child College	55	**44**	**80**	54	**43**	**80**	1	**1**	**100**
Turtle Mountain Community College	68	**54**	**79**	51	**39**	**76**	17	**15**	**88**
United Tribes Technical College	181	**107**	**59**	171	**103**	**60**	10	**4**	**40**

NA: Not available. Either the institution completed the Consolidated Fall Staff survey form, which does not ask for details by race/ethnicity, or the institution did not report data by race/ethnicity.

NC: Not calculated. No part-time staff were reported.

[1] Haskell Indian Junior College recently changed its name to Haskell Indian Nations University.

[2] Little Hoop College recently changed its name to Cankdeska Cikana Community College.

[3] Navajo Community College recently changed its name to Diné Community College.

[4] Standing Rock College recently changed its name to Sitting Bull College.

NOTE: Total staff includes staff with unknown race/ethnicity. Cheyenne River Community College, Crownpoint Institute of Technology, Lac Courte Oreilles Ojibwa Community College, Northwest Indian College, Sinte Gleska University, and Southwestern Indian Polytechnic Institute completed the IPEDS "CN" (Consolidated Fall Staff survey) form.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data Surveys (IPEDS), "Fall Staff" survey, unpublished data, 1993.

Table 6-11

American Indian and Alaska Native faculty and total faculty, by employment status and tribal college: Fall 1993

Institution name	All faculty (full and part time)			Full-time faculty			Part-time faculty		
	Total faculty	**American Indian/ Alaska Native**		Total faculty	**American Indian/ Alaska Native**		Total faculty	**American Indian/ Alaska Native**	
		Total	**Percent**		**Total**	**Percent**		**Total**	**Percent**
Total	781	**237**	**30%**	620	**166**	**27%**	161	**71**	**44%**
Bay Mills Community College	3	**NA**	**NA**	1	**NA**	**NA**	2	**NA**	**NA**
Blackfeet Community College	21	**5**	**24**	21	**5**	**24**	0	**0**	**NC**
Crownpoint Institute of Technology	30	**NA**	**NA**	19	**NA**	**NA**	11	**NA**	**NA**
D-Q University	7	**3**	**43**	7	**3**	**43**	0	**0**	**NC**
Dull Knife Memorial College	12	**3**	**25**	12	**3**	**25**	0	**0**	**NC**
Fort Belknap College	25	**14**	**56**	9	**2**	**22**	16	**12**	**75**
Fort Berthold Community College	8	**NA**	**NA**	8	**NA**	**NA**	0	**NA**	**NA**
Fort Peck Community College	29	**13**	**45**	13	**2**	**15**	16	**11**	**69**
Haskell Indian Junior College[1]	52	**28**	**54**	50	**27**	**54**	2	**1**	**50**
Institute of American Indian Arts	38	**25**	**66**	36	**23**	**64**	2	**2**	**100**
Lac Courte Oreilles Ojibwa Community College	16	**NA**	**NA**	14	**NA**	**NA**	2	**NA**	**NA**
Little Big Horn College	40	**21**	**53**	15	**3**	**20**	25	**18**	**72**
Little Hoop Community College[2]	23	**8**	**35**	23	**8**	**35**	0	**0**	**NC**
Navajo Community College[3]	161	**51**	**32**	161	**51**	**32**	0	**0**	**NC**
Nebraska Indian Community College	35	**11**	**31**	13	**3**	**23**	22	**8**	**36**
Northwest Indian College	1	**NA**	**NA**	1	**NA**	**NA**	0	**0**	**NC**
Oglala Lakota College	18	**10**	**56**	18	**10**	**56**	0	**0**	**NC**
Salish Kootenai Community College	25	**5**	**20**	25	**5**	**20**	0	**0**	**NC**
Sinte Gleska University	87	**NA**	**NA**	52	**NA**	**NA**	35	**NA**	**NA**
Sisseton-Wahpeton Community College	18	**6**	**33**	10	**2**	**20**	8	**4**	**50**
Southwestern Indian Polytechnic Institute	35	**NA**	**NA**	35	**NA**	**NA**	0	**0**	**NC**
Standing Rock College[4]	13	**1**	**8**	13	**1**	**8**	0	**0**	**NC**
Stone Child College	10	**1**	**10**	10	**1**	**10**	0	**0**	**NC**
Turtle Mountain Community College	36	**25**	**69**	19	**10**	**53**	17	**15**	**88**
United Tribes Technical College	38	**7**	**18**	35	**7**	**20**	3	**0**	**0**

NA: Not available. Either the institution completed the Consolidated Fall Staff survey form, which does not ask for details by race/ethnicity, or the institution did not report data by race/ethnicity.

NC: Not calculated. No part-time staff were reported.

[1] Haskell Indian Junior College recently changed its name to Haskell Indian Nations University.

[2] Little Hoop College recently changed its name to Cankdeska Cikana Community College.

[3] Navajo Community College recently changed its name to Diné Community College.

[4] Standing Rock College recently changed its name to Sitting Bull College.

NOTE: Total faculty includes faculty with unknown race/ethnicity. Cheyenne River Community College, Crownpoint Institute of Technology, Lac Courte Oreilles Ojibwa Community College, Northwest Indian College, Sinte Gleska University, and Southwestern Indian Polytechnic Institute completed the IPEDS "CN" form.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data Surveys (IPEDS), "Fall Staff" survey, unpublished data, 1993.

CONCLUSION

These data document the slow growth in the share of higher education professional staff and faculty who are American Indians and Alaska Natives. They also indicate that there are clear differences in the distribution of American Indian and Alaska Native faculty and the total faculty with regard to institution control (public/private) and level (2-year/4-year), salary, tenure, and rank. Examination of the differing estimates of the numbers of faculty from different surveys also documents the problems of achieving reliable estimates of the number of American Indian and Alaska Native faculty from sample surveys. This problem arises from the small sample sizes and the instability of American Indian and Alaska Native self-reported identification.

Table S6-1. Number of employees in institutions of higher education, by primary occupation and race/ethnicity: Fall 1993

Primary occupation	Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Nonresident alien	Race/ ethnicity unknown
Total	2,602,612	**12,615**	95,831	274,555	100,990	2,021,998	70,359	26,265
Professional staff	1,687,287	**6,829**	70,518	103,327	44,085	1,375,939	64,097	22,492
Executive/administrative/ managerial	143,675	**745**	2,395	12,619	3,715	123,737	279	185
Faculty (instruction/research)	915,474	**3,407**	35,289	45,172	22,312	779,041	14,878	15,375
Instruction/research assistants	202,819	**677**	14,832	7,487	5,245	131,242	37,751	5,585
Professional (support/service)	425,319	**2,000**	18,002	38,049	12,813	341,919	11,189	1,347
Nonprofessional staff	915,325	**5,786**	25,313	171,228	56,905	646,059	6,262	3,772
Technical and paraprofessional	183,987	**1,063**	7,757	27,684	8,891	135,003	2,505	1,084
Clerical and secretarial	438,041	**2,501**	11,923	67,516	25,050	327,483	2,020	1,548
Skilled crafts	64,065	**498**	735	6,970	3,440	52,008	146	268
Service/maintenance	229,232	**1,724**	4,898	69,058	19,524	131,565	1,591	872

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, table B-1a, p. 67, 1996.

Table S6-2. Number and percent change in American Indian and Alaska Native full-time staff and total full-time staff in institutions of higher education, by sex and primary occupation: Fall 1983 and fall 1993

Primary occupation	1983			1993					
	Total	Men	Women	Total	Men	Women	Total	Men	Women
			(Number)					*(Percent change 1983-93)*	
American Indian/ Alaska Native	6,735	3,951	2,784	9,229	4,301	4,928	37	9	77
Faculty	1,308	950	358	1,997	1,237	760	53	30	112
Executive/administrative/ managerial	430	311	119	726	415	311	69	33	161
Professional (support/ service)	970	563	407	1,723	717	1,006	78	27	147
Clerical and secretarial	1,649	441	1,208	2,026	212	1,814	23	-52	50
Technical and paraprofessional	722	430	292	842	324	518	17	-25	77
Skilled crafts	366	352	14	474	444	30	30	26	114
Service/maintenance	1,290	904	386	1,441	952	489	12	5	27
Total	1,588,151	815,417	772,734	1,783,510	854,308	929,202	12	5	20
Faculty	485,739	356,579	129,160	545,706	363,430	182,276	12	2	41
Executive/administrative/ managerial	117,486	79,340	38,146	137,834	80,098	57,736	17	1	51
Professional support/ service	256,187	115,414	140,773	355,554	142,700	212,854	39	24	51
Clerical and secretarial	333,434	25,794	307,640	351,962	32,801	319,161	6	27	4
Technical and paraprofessional	133,936	59,641	74,295	142,846	59,070	83,776	7	-1	13
Skilled crafts	57,250	54,145	3,105	60,926	57,736	3,190	6	7	3
Service/maintenance	204,119	124,504	79,615	188,682	118,473	70,209	-8	-5	-12

SOURCE: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information," survey, unpublished data, 1983, and U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, table B-1f, p. 72, 1996.

Table S6-3. Number and percent distribution of faculty and instructional staff, by employment status and race/ethnicity: Fall 1992

Race/ethnicity	Faculty and instructional staff	Employment status	
		Full time	Part time
	(Number)	*(Percent)*	
All institutions	1,001,565	58.9	41.1
American Indian/Alaska Native	**5,354**	**51.6**	**48.4**
Asian/Pacific Islander	46,342	70.8	29.2
Black, non-Hispanic	51,180	59.7	40.3
Hispanic	28,795	54.9	45.1
White, non-Hispanic	869,894	58.4	41.6

NOTE: "All institutions" include all accredited, nonproprietary U.S. postsecondary institutions that grant a 2 year (A.A.) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1993 National Study of Postsecondary Faculty" (NSOPF), unpublished data.

Table S6-4. Number and percent distribution of full-time instructional faculty in institutions of higher education, by race/ethnicity and academic rank: Fall 1981 and fall 1993

Academic year and rank	Total	American Indian/ Alaska Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Total	American Indian/ Alaska Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
	(Number)						*(Percent)*					
1981												
All ranks	451,558	1,285	14,489	18,540	6,899	410,345	100.0	0.3	3.2	4.1	1.5	90.9
Professors	115,210	199	3,759	2,396	1,166	107,690	100.0	0.2	3.3	2.1	1.0	93.5
Associate professors	105,584	349	3,262	3,576	1,438	96,959	100.0	0.3	3.1	3.4	1.4	91.8
Assistant professors	110,974	281	4,349	5,419	1,771	99,154	100.0	0.3	3.9	4.9	1.6	89.3
Instructors	81,225	304	1,538	5,062	1,863	72,438	100.0	0.4	1.9	6.2	2.3	89.2
Lecturers	8,359	26	273	431	143	7,486	100.0	0.3	3.3	5.2	1.7	89.6
Other faculty	30,206	126	1,308	1,656	498	26,618	100.0	0.4	4.3	5.5	1.6	88.1
1993												
All ranks	545,706	1,997	25,269	25,658	12,076	468,770	100.0	0.4	4.6	4.7	2.2	85.9
Professors	157,253	352	7,033	4,526	2,387	141,848	100.0	0.2	4.5	2.9	1.5	90.2
Associate professors	120,696	283	5,471	5,326	2,291	106,017	100.0	0.2	4.5	4.4	1.9	87.8
Assistant professors	129,159	431	7,586	7,686	3,387	105,091	100.0	0.3	5.9	6.0	2.6	81.4
Instructors	67,700	610	2,143	4,712	2,260	56,900	100.0	0.9	3.2	7.0	3.3	84.0
Lecturers	13,714	56	557	839	418	11,292	100.0	0.4	4.1	6.1	3.0	82.3
Other faculty	57,184	265	2,479	2,569	1,333	47,622	100.0	0.5	4.3	4.5	2.3	83.3

NOTE: EEO-6 data for 1981 were not imputed for nonresponding institutions. The number of institutions reporting varies by year: 3,032 in 1981 and 3,670 in 1993. Rank data are not available from EEO-6 prior to 1981. Because of rounding, percents may not add to 100. Race/ethnicity categories used in 1993 and not included in the table were nonresident alien (10,829 or 2.0 percent of total) and unknown race/ethnicity (1,107 or 0.2 percent). In previous years, nonresident aliens were distributed in the appropriate racial/ethnic groups. For this reason, percent distribution for 1993 will not add to 100.

SOURCE: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information" survey, 1981, and U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, table 11, p. 33, 1996.

Table S6-5. Number of yearly new full-time faculty hires, by race/ethnicity: 1981-91

Year	Total	American Indian	Asian	Black	Hispanic	White
Total	390,466	2,031	22,805	21,897	9,573	334,165
1981	35,727	274	1,561	1,773	621	31,498
1982	35,516	220	1,708	1,840	677	31,072
1983	35,304	166	1,855	1,906	732	30,645
1984	35,066	173	1,871	1,810	724	30,490
1985	34,828	179	1,886	1,714	715	30,334
1986	33,480	169	1,901	1,647	735	29,028
1987	32,131	158	1,916	1,580	755	27,722
1988	36,644	170	2,305	2,128	987	31,055
1989	41,157	182	2,694	2,675	1,218	34,388
1990	37,257	174	2,601	2,500	1,209	30,774
1991	33,356	166	2,507	2,324	1,200	27,159

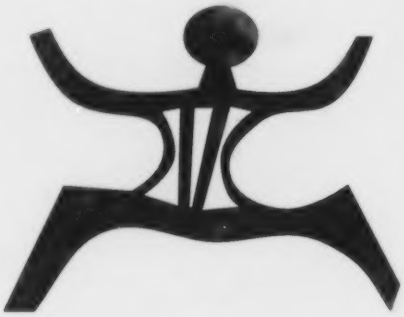
NOTE: Estimates for even years were calculated by averaging the odd years sandwiching even year. Employment counts are based on the following number of higher education institutions for each year: 3,032, in 1981; 3,011 in 1983; 2,686 in 1985; 2,636 in 1987; 3,452 in 1989; and 3,285 in 1991. Data are based on reported counts and are not imputed for nonreporting institutions. Because of rounding, details may not add to totals.

SOURCE: U.S. Equal Employment Commission, "EEO-6 Higher Education Staff Information" surveys, 1981 through 1991. As included in Deborah Carter and Eileen O'Brien, "Employment and Hiring Patterns for Faculty of Color," American Council on Education, Research Briefs, Volume 4, Number 6, table 3, 1993. As published in NCES, *Fall Staff in Postsecondary Education, 1993*, table E-3, p. 137, 1996.

Table S6-6. Number of American Indian and Alaska Native faculty in institutions of higher education, by state: Fall 1993

State	Total	American Indian/Alaska Native Number	Percent
Total	469,583	3,434	0.7
Alabama	5,701	24	0.4
Alaska	996	36	3.6
Arizona	8,514	155	1.8
Arkansas	3,471	29	0.8
California	71,791	690	1.0
Colorado	11,171	76	0.7
Connecticut	2,601	24	0.9
Delaware	1,104	5	0.5
District of Columbia	5,031	14	0.3
Florida	13,712	98	0.7
Georgia	5,507	21	0.4
Hawaii	3,086	30	1.0
Idaho	2,321	14	0.6
Illinois	23,855	100	0.4
Indiana	13,049	54	0.4
Iowa	4,673	19	0.4
Kansas	5,619	60	1.1
Kentucky	4,734	21	0.4
Louisiana	3,356	13	0.4
Maine	786	4	0.5
Maryland	10,067	44	0.4
Massachusetts	6,322	16	0.3
Michigan	21,412	113	0.5
Minnesota	9,132	106	1.2
Mississippi	2,305	8	0.4
Missouri	11,808	60	0.5
Montana	1,595	81	5.1
Nebraska	3,339	25	0.8
Nevada	2,019	18	0.9
New Hampshire	1,283	8	0.6
New Jersey	6,888	23	0.3
New Mexico	5,117	112	2.2
New York	32,842	137	0.4
North Carolina	15,214	128	0.8
North Dakota	2,018	67	3.3
Ohio	13,826	51	0.4
Oklahoma	8,806	257	2.9
Oregon	10,507	58	0.6
Pennsylvania	24,042	50	0.2
Rhode Island	1,193	5	0.4
South Carolina	2,785	17	0.6
South Dakota	1,421	32	2.3
Tennessee	6,738	21	0.3
Texas	31,427	210	0.7
Utah	5,130	16	0.3
Vermont	1,005	3	0.3
Virginia	5,961	19	0.3
Washington	12,795	130	1.0
West Virginia	2,840	17	0.6
Wisconsin	17,787	112	0.6
Wyoming	791	3	0.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, unpublished data, 1993.



7

Tribally Controlled Colleges

"Tribal colleges came about because mainstream institutions were failing Indian People...not the other way around."

Wayne Stein
Turtle Mountain Chippewa
Director, Center for Native American Studies

For the past 30 years, American Indians and Alaska Natives[1] have been chartering and developing their own institutions of higher education. While these tribally controlled colleges (TCCs) are not the first attempt by Indian tribes to provide their tribal members with a postsecondary education (see exhibit 1-1), they do represent the first sustained, widespread effort. This chapter concentrates on institutions that are tribally controlled, located on or near an Indian reservation, and qualify for support under the Tribally Controlled Community College Act. Highlights about each tribal college, derived from the college materials and federal agency sources, follow the chapter text.

HIGHLIGHTS

- In 1968, Diné, Inc., an organization established by Native American political and education leaders, founded Navajo Community College, the first tribally controlled college to be created on a Native American reservation. There are now 30 tribally controlled colleges in the United States.
- The goals of tribal colleges include preserving, enhancing, and promoting the languages and cultures of their tribes; providing quality academic programs; and serving as resources for research on economic and community development (exhibit 7-1).
- In 1972, the tribal colleges organized the American Indian Higher Education Consortium (AIHEC) to unify and strengthen the tribal college movement and to lobby for legislation and funding with federal and state governments. The Tribally Controlled Community College Act of 1978, which provides partial funding for the tribal colleges, was one result of AIHEC's efforts.
- In fall 1994, tribal college enrollment reached almost 12,400 students (table 3-3).
- Eight percent of all Native American students attending higher education institutions in fall 1994 were enrolled in tribal colleges (figure 7-4).
- Eighty-five percent of tribal college graduates who stayed on the reservation found employment (1983 AIHEC survey).

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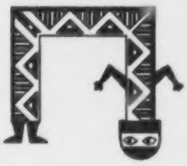
[1] The terms "Native American" and "American Indian and Alaska Native" are used interchangeably throughout this chapter.

- Tribal college faculty salaries were, on average, 29 percent lower than those earned by public community college faculty members in 1995-96 (figure 7-5).
- In 1995, five tribal colleges offered 4-year bachelor's degree programs, one offered a postbaccalaureate degree, and two offered master's degrees (table 7-1).
- The establishment of the Tribal College Fund has assisted tribal colleges in exploring new programs, new curricula, and additional and advanced degree options.

FOUNDING OF NAVAJO COMMUNITY COLLEGE



The movement toward American Indian self-determination in the late 1960s was hastened by earlier events such as World War II, the Civil Rights Movement, and the political policies and leadership of presidents Kennedy, Johnson, and Nixon. During this period, events concerning American Indian control of Indian education moved quickly in the Navajo Nation. Political leaders, including councilmen Guy Gorman and Allen Yazzie; Navajo Nation chairman Raymond Nakai; and educators including Dr. Ned Hatathli, Dr. Robert Roessel, and Ruth Roessel formed Diné, Inc.,[2] with the intention of taking control of Navajo student education. One of their primary targets was Indian higher education. Members of Diné began exploring the possibility of establishing a community college for the Navajo people.[3]

Driven by the efforts of Diné members, the Navajo Nation founded and chartered the Navajo Community College (NCC) in July 1968. The establishment of NCC encouraged a number of other tribes to found and charter their own colleges during the 1960s, `70s, `80s, and `90s.

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[2] Diné is pronounced \'du nay\. It means "the people" in the Navajo language.

[3] W. J. Stein, Interview with G. Gorman concerning Navajo Community College, Reno, NV, Nov. 23, 1986.

MISSION OF TRIBAL COLLEGES

The number of tribally controlled colleges has steadily increased since the founding of Navajo Community College (figure 7-1). Today there are 30 tribally controlled colleges located in the United States. Twenty-eight of the 30 U.S. schools are chartered by Indian tribes. They are located on or near Indian reservations, are controlled by tribal boards, receive support through the Tribally Controlled Community College Act, and have full membership in the American Indian Higher Education Consortium (AIHEC). The remaining institutions, Haskell Indian Junior College and Southwest Indian Polytechnic Institute, are federally founded schools and are monitored by the Bureau of Indian Affairs (BIA). They also, however, have tribal boards and have received associate memberships in AIHEC, as they function similarly to the 28 tribally chartered institutions.[4]

These colleges serve a wide variety of tribes, but all adhere to several basic principles in their mission statements (exhibit 7-1). Each states that the will to preserve, enhance, and promote the language and culture of its tribe is central to its existence. The colleges serve their tribal communities as resources for research on economic development, human resource development, and community organization. They provide academic programs for students seeking 2-year degrees and those wishing to transfer to 4-year institutions. Some tribal colleges also provide vocational and technical programs that train students for technical jobs available in their communities.[5]

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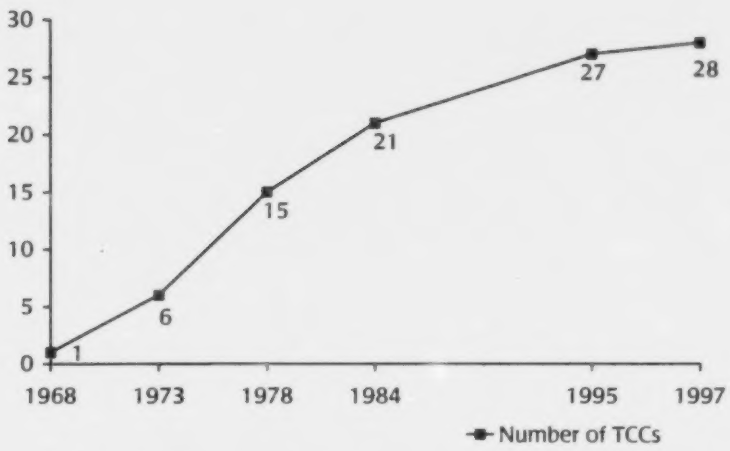
[4] For the purposes of this report, Haskell Indian Junior College and Southwest Polytechnic Institute, are considered tribally controlled colleges.

[5] P. Boyer, *Tribal Colleges*, The Carnegie Foundation, 1989

Figure 7-1

Growth of U.S. tribally controlled colleges in the United States: 1968-97



NOTE: This figure represents only tribally chartered institutions in the United States. Haskell Indian Junior College and Southwest Indian Polytechnic Institute are federally founded schools. Including them in the count of tribally controlled colleges brings the total for 1997 to 30 institutions.

SOURCE: W.J. Stein, Tribally Controlled Colleges: Making Good Medicine, *American Indian Studies*, Vol. 3, 1992; and the American Indian Higher Education Consortium, World Wide Web Site.

Exhibit 7-1

Common mission statements of tribally controlled colleges

- To provide higher educational and technical opportunities to tribal members.
- To preserve and enhance educationally the tribe's language and culture.
- To provide community facilities for the advancement of tribal economies and other institutions.
- To promote tribal self-determination.

SOURCE: W.J. Stein, Tribally Controlled Colleges: Making Good Medicine, *American Indian Studies*, Vol. 3, 1992.

Though there is a visible separation between non-Indian community colleges and tribally controlled colleges, they have many common functions. Both strive to serve their communities as comprehensive institutions providing educational programs that respond to community and student needs. Their differences lie in funding sources, jurisdiction, and cultural factors, but not in educational goals. The founders of the tribally controlled colleges deliberately chose the

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community college model of higher education as being most appropriate to meet their needs.

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

In 1972, leaders of the fledgling tribal community college movement recognized that unity among the small number of tribally controlled colleges was essential to promote the schools as a viable postsecondary option for Indian students.[6] This led to the creation of the American Indian Higher Education Consortium (AIHEC). Figure 7-2 shows the location of each AIHEC member institution.

Main role. One of AIHEC's most important roles involves securing and maintaining funding from the federal government, the principal source of support for the tribally controlled colleges. The tribal colleges interact with the federal government much as state-supported institutions do with their state governments.

In 1978, AIHEC worked with Congress and President Carter to develop the Tribally Controlled Community College Act[7] of 1978. The Tribally Controlled Community College Act provided federal funding to tribal colleges as part of the federal government's treaty agreements and obligations. This legislation has had a stabilizing influence on the tribal college movement. Implementation of the Tribal College Act came at a time when the future of a number of the fiscally stressed tribally controlled colleges was unclear.

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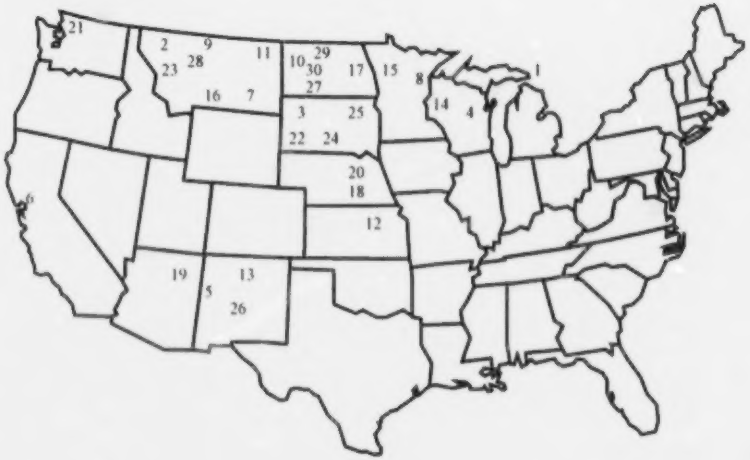
[6] W.J. Stein, Interview with D. Risling concerning D-Q University, Reno, NV, Nov. 23, 1986

[7] The Tribally Controlled Community College Act is also known as the Tribal College Act.

Figure 7-2

AIHEC member institutions, by state: 1995



1. Bay Mills Community College (MI)
2. Blackfeet Community College (MT)
3. Cheyenne River Community College (SD)
4. College of the Menominee Nation (WI)
5. Crownpoint Institute of Technology (NM)
6. D-Q University (CA)
7. Dull Knife Memorial College (MT)
8. Fond du Lac Tribal and Community College (MN)
9. Fort Belknap Community College (MT)
10. Fort Berthold Community College (ND)
11. Fort Peck Community College (MT)
12. Haskell Indian Junior College (KS)[1]
13. Institute of American Indian Arts (NM)
14. Lac Courtes Oreilles Ojibwa Community College (WI)
15. Leech Lake Tribal College (MN)
16. Little Big Horn College (MT)
17. Little Hoop Community College (ND)[2]
18. Little Priest Tribal College (NE)
19. Navajo Community College (AZ)[3]
20. Nebraska Indian Community College (NE)
21. Northwest Indian College (WA)
22. Oglala Lakota College (SD)
23. Salish Kootenai College (MT)
24. Sinte Gleska University (SD)
25. Sisseton Wahpeton Community College (SD)
26. Southwest Indian Polytechnic Institute (NM)
27. Standing Rock College (ND)[4]
28. Stone Child College (MT)
29. Turtle Mountain Community College (ND)
30. United Tribes Technical College (ND)

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[1] Haskell Indian Junior College recently changed its name to Haskell Indian Nations University.

[2] Little Hoop Community College recently changed its name to Cankdeska Cikana Community College.

[3] Navajo Community College recently changed its name to Diné Community College.

[4] Standing Rock College recently changed its name to Sitting Bull College.

SOURCE: American Indian Higher Education Consortium (AIHEC), Tribal Colleges and Universities Fact Sheet: 1995, AIHEC, "AIHEC Tribal College Updated," 1997, and Nate St. Pierre and W. J. Stein, "TCCC Brochure," 1997.

TRIBALLY CONTROLLED COMMUNITY COLLEGE ACT

Since 1978, the Tribally Controlled Community College Act has undergone three reauthorizations, but continues to have two primary parts: Title I and Title II.[8] Title I provides federal funding for all tribally controlled colleges that possess a tribal government charter, have an American Indian board of directors, and have Native American students composing the majority of their enrollment. Federal funds are dispersed through the Bureau of Indian Affairs (BIA) based on Indian student counts (ISC). As of 1996, 26 institutions were eligible for Title I funding.[9] Title II funding is an annual lump sum payment made to Navajo Community College (NCC) based on institutional need. Prior to the signing of the Tribal College Act, NCC had already secured a funding bill from the federal government. This bill was incorporated into the more comprehensive legislation signed in 1978. The Tribal College Act also provides for construction, technical assistance, and an endowment building fund. The endowment fund was added to the 1978 legislation during the 1983 reauthorization. Through this fund, the federal government matches every dollar raised by tribes for contribution to their institutional endowment funds.

The tribal colleges, however, have never been fully funded through the congressional appropriation process at the level authorized by the Act. The Tribal College Act authorized $5,820 per American Indian full-time-equivalent (FTE) student in its 1983 reauthorization by Congress. Based on the Consumer Price Index over the past decade, the authorization would have reached $8,450 per FTE in 1995 if Congress had adjusted it to keep pace with inflation. Both figures, however, are considerably higher than the actual amounts of $2,990 and $2,900 per FTE appropriated in the 1995 and 1996 federal budgets, respectively, for funding the Tribal College Act (figure 7-3).

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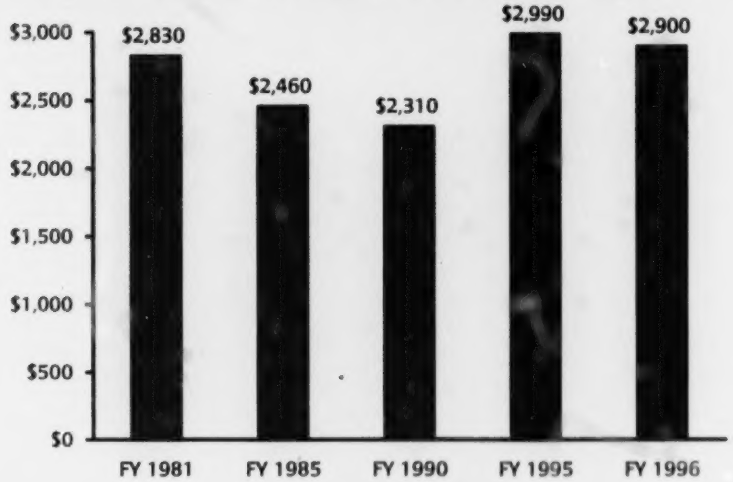
[8] Two institutions, Haskell Indian Junior College and Southwest Indian Polytechnic Institute are not eligible for Title I or Title II funding as they are not tribally chartered institutions. They receive separate funding from the federal government.

[9] Haskell Indian Junior College, Southwest Indian Polytechnic Institute, and Navajo Community College were not eligible for Title I funding. Little Priest Tribal College was established in 1996.

Figure 7-3
Tribally controlled college federal funding per full-time-equivalent (FTE) Indian student count (ISC): Selected FY, 1981-96



NOTE: Federal funding is provided through the Tribally Controlled College Act.
SOURCE: American Indian Higher Education Consortium, *Tribal Colleges: Enrollment and Funding History*, Alexandria, VA, 1996.

ENROLLMENT AND OUTCOMES AT TRIBALLY CONTROLLED COLLEGES

Although data on enrollment and outcomes have been discussed in previous chapters, this section focuses exclusively on these topics at TCCs.

Enrollment. Enrollment in tribally controlled colleges has dramatically increased from when the first tribally controlled college opened in 1968, to 1995 when enrollment reached almost 12,400 students (see table 3-3). Among the 127,000 American Indian and Alaska Native students attending higher education institutions in fall 1994,[10] 8 percent (10,160 students) were enrolled in tribally controlled colleges (figure 7-4).

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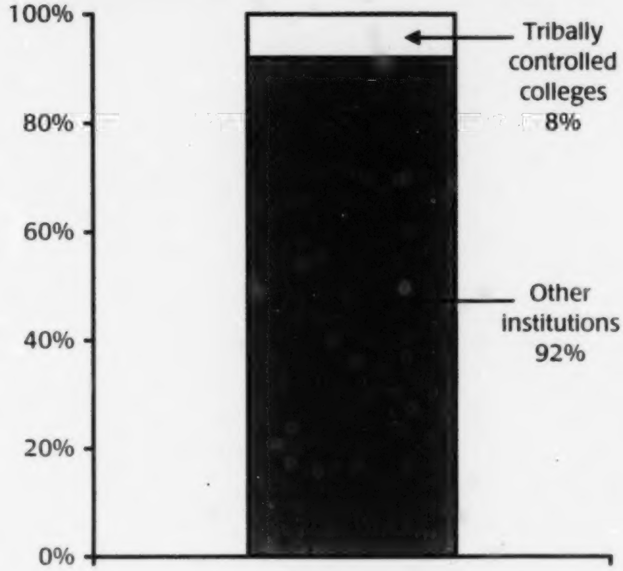
[10] U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1994. As published in NCES, *Digest of Education Statistics: 1996*, table 203, p. 208, 1996.

Figure 7-4
American Indian and Alaska Native enrollment in institutions of higher education: Fall 1994



NOTE: Tribal college enrollment data by race/ethnicity were provided by 25 of the 29 tribal colleges operating in fall 1994. Tribal college data may include data from institutions that were not recognized as institutions of higher education.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, unpublished data, 1994.

Outcomes. A 1983 AIHEC survey found a 75 percent greater completion rate among Indian students who completed a course of study at a tribal college and then went on to complete a 4-year degree program than among Indian students who went directly to 4-year institutions. In addition, about 85 percent of tribal college graduates who stayed on the reservation were employed. The majority found work with the federal government, tribal government, state government, or school system. These reservations historically have had unemployment rates of 45 to 80 percent.[11]

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[11] W. J. Stein, "Tribally Controlled Colleges: Making Good Medicine," American Indian Studies, Volume 3, 1992.

Tribal College Operations, Faculty, and Program Offerings

Tribal colleges operate differently from other higher education institutions, face different challenges in retaining high-quality faculty, and offer both mainstream coursework and tribal or Native American studies. The majority of these institutions have received accreditation, while those that have not continue to seek this status. This section summarizes key issues in tribal colleges operations, faculty and administration, and program offerings.

Board of trustees. All tribal colleges are controlled by boards of trustees, which are composed almost entirely of members of the local tribal communities. Boards of trustees for tribally controlled institutions function as buffers between tribal politics and the colleges, and also act as mediators among policymakers, personnel selection committees, and local watchdogs of and for the tribal colleges. The boards of trustees are in a unique position to handle these responsibilities because of the autonomous nature of their authority as granted by their tribal college charters.

Administration and faculty. Tribal college administrators and faculty are a mixture of American Indians and non-Indians. Administrators are generally American Indian, but most faculty members are non-Indian.[12]

Tribally controlled colleges face several faculty problems that can be classified into three main areas. First is the difficulty of finding and keeping science and mathematics instructors. Second is the high turnover among faculty, who often find life on Indian reservations too isolated and culturally different. Third, and most challenging to solve, is that even as the colleges mature and their student populations grow, faculty salaries at tribally controlled colleges remain relatively low when compared with those at public community colleges. For example, tribal college faculty earned 71 percent as much as faculty in 2-year public institutions in 1995-96. The average salary for faculty at tribal colleges was $27,401 compared with $38,573 at 2-year public institutions (figure 7-5).

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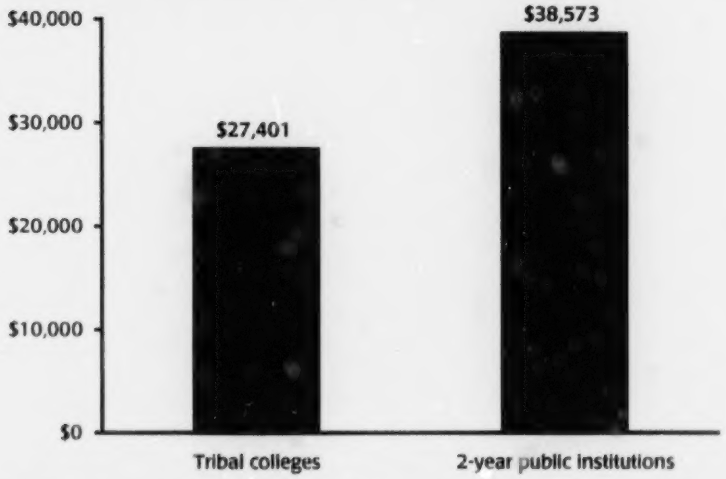
[12] W. J. Stein, "Tribally Controlled Colleges: Making Good Medicine," American Indian Studies, Volume 3, 1992.

Figure 7-5
Faculty salaries at tribal colleges and 2-year public institutions of higher education: Fall 1995-96



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Salary" survey, unpublished data, 1995-96.

Academic offerings. An area of special concern to tribal colleges is that of curricula and programs developed in response to tribal community needs. Typical academic and teaching curricula offered today at tribal colleges include 2-year associate's of applied science degrees, associate's of arts degrees, and associate's of science degrees, and 1-year certification programs.

- **Associate's of applied science degrees.** These degrees combine practical coursework and general education designed to prepare students for immediate employment following graduation. Typical disciplines include human services, computer science and information systems, tribal language arts, office technology, and tribal administrative practices.

- **Associate's of arts degrees.** These academic programs are designed to prepare students to transfer to 4-year colleges or universities. Typical areas of study include business administration, general studies, tribal or Native American studies, and social sciences.

- **Associate's of science degrees.** These degrees are also designed to prepare students to transfer to 4-year colleges or universities upon completion of their tribal college education. Typical courses of study include business administration, health sciences, and pre-engineering.

- **One-year certificate programs.** These programs are designed by the tribal colleges to respond to local community employment opportunities. Students take a sharply focused vocational program with considerable hands-on practical experience. These wide ranging programs reflect the diversity of the communities and tribal colleges that create them. General office skills, health sciences, hospitality, automotive trade skills, and manufacturing assembly are examples of certificate programs from one tribal college.[13]

Tribal colleges have made major strides in curriculum development. For example, in 1972, Sinte Gleska University, then Sinte Gleska College, offered only 22 courses in a variety of disciplines ranging from psychology to mathematics, with 13 administrators and faculty members composing the entire college staff. Since then, Sinte Gleska has developed a 4-year bachelor's degree program and the first master's degree program in education at a tribally controlled college. Three other tribally controlled colleges, Oglala Lakota College, Haskell Indian Junior College, and Salish Kootenai College, also have developed 4-year bachelor's degree programs in human resources, social sciences, and education (table 7-1).[14] In addition, Oglala Lakota College recently added a master's degree in Lakota leadership.

Accreditation. The tribal colleges have made receiving full accreditation for every tribal college a goal. Each college has had to seek accreditation independently, but has received morale boosters and expertise from other AIHEC members. By 1996, this accreditation effort had resulted in 27 of the 30 U.S. tribally controlled colleges gaining full accreditation as higher education institutions. The three remaining tribal colleges were accreditation candidates.

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[13] Bay Mills Community College, 1994-96 Catalog, 1994.

[14] W. J. Stein, "Tribally Controlled Colleges: Making Good Medicine," American Indian Studies, Volume 3, 1992.

Table 7-1

Degree programs offered at tribally controlled colleges: 1995

Institution name	Less than 1-year certificate	1-year certificate	Associate's degree	2-year degree	Bachelor's degree	Post-baccalaureate degree	Master's degree
Bay Mills Community College	○	○	○	○			
Blackfeet Community College	○	○	○				
Cheyenne River Community College		○	○	○			
College of the Menominee Nation	○	○	○				
Crownpoint Institute of Technology	○	○	○				
D-Q University	○	○	○		○		
Dull Knife Memorial College		○	○				
Fond Du Lac Community College		○	○				
Fort Belknap Community College		○	○				
Fort Berthold Community College	○	○	○				
Fort Peck Community College		○	○				
Haskell Indian Junior College[1]	○	○	○		○		
Institute of American Indian Arts			○				
Lac Courtes Oreilles Ojibwa Community College	○	○	○				
Leech Lake Community College		○	○				
Little Big Horn College		○	○				
Little Hoop Community College[2]	○	○	○	○			
Navajo Community College[3]		○	○				
Nebraska Indian Community College	○	○	○				
Northwest Indian College		○	○				
Oglala Lakota College			○		○	○	○
Salish Kootenai College		○	○		○		
Sinte Gleska University		○	○	○	○		○
Sisseton-Wahepton Community College		○	○				
Southwest Indian Polytechnic Institute	○	○	○	○			
Standing Rock College[4]	○		○				
Stone Child Community College		○	○				
Turtle Mountain Community College	○	○	○	○			
United Tribes Technical College		○	○				

[1] Haskell Indian Junior College recently changed its name to Haskell Indian Nations University.

[2] Little Hoop Community College recently changed its name to Cankdeska Cikana Community College.

[3] Navajo Community College recently changed its name to Diné Community College.

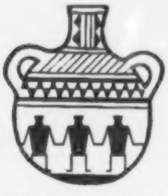
[4] Standing Rock Community College recently changed its name to Sitting Bull College.

NOTE: Little Priest Tribal College was not open when the data in this table were collected.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Institutional Characteristics" survey, unpublished data, 1995.

INSTITUTIONAL FUNDING

The future of the tribally controlled colleges is promising for those American Indian reservations where TCCs already exist. In part, tribal colleges have found it possible to keep their doors open due to recent federal legislation providing land-grant status to tribal colleges. Public Law 1014-382, Equity in Educational Land-Grant Status Act of 1994, authorized the development of programs that tribal colleges require to more effectively meet the agricultural education needs of their people.[15] Congressional appropriations to fund Public Law 1014-382 will give tribal colleges resources to invest in additional faculty members and/or equipment to conduct agricultural research both independently and in collaboration with 4-year institutions. The results of these efforts are designed to assist Indian tribes in the development of agricultural and natural resources on their reservations.



The tribal colleges also seek funding from a number of other federal agencies such as the National Science Foundation, philanthropic organizations such as the Kellogg Foundation, and corporate foundations such as U.S. West. Funds are targeted to specific tasks outlined by the individual colleges and are generally awarded to tribal colleges and other higher education institutions on a competitive basis.

These additional funds can be instrumental in carrying forward educational programs within tribal colleges. A recent $12 million, 5-year grant awarded by the National Science Foundation to Oglala Lakota College and Sinte Gleska University illustrates the value of such supplementary funding. Oglala Lakota College will develop a bachelor's of science program in environmental science, and Sinte Gleska University will develop a bachelor's of science program in computer science with a software engineering emphasis. Sinte Gleska University will also create a 2-year degree program in basic engineering.[16]

Another major effort by the tribal colleges to build a diversified funding base was the founding of the Tribal College Fund. This independent foundation has raised significant amounts of money over the past decade. The interest earned on its endowment fund is used to award scholarships to each tribal college.

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[15] American Indian Higher Education Consortium, Testimony to the Senate Agricultural, Rural Development, and Related Agencies Subcommittee, U.S. Senate, May 31, 1995.

[16] M.E. Butler, "Tribally controlled colleges can start a technical career," *Diversity Careers*, volume III, number 7, winter 1995/spring 1996.

These additional funds provide resources for the tribal colleges to explore new programs, new curricula, new forums, and additional and advanced degree programs for their students and communities. For example, Haskell Indian Junior College, Sinte Gleska University, Oglala Lakota College, and Salish Kootenai College have demonstrated that it is possible for the tribal colleges to offer advanced degree programs. Many of the other tribal colleges are now studying such options, with an emphasis on becoming 4-year institutions.

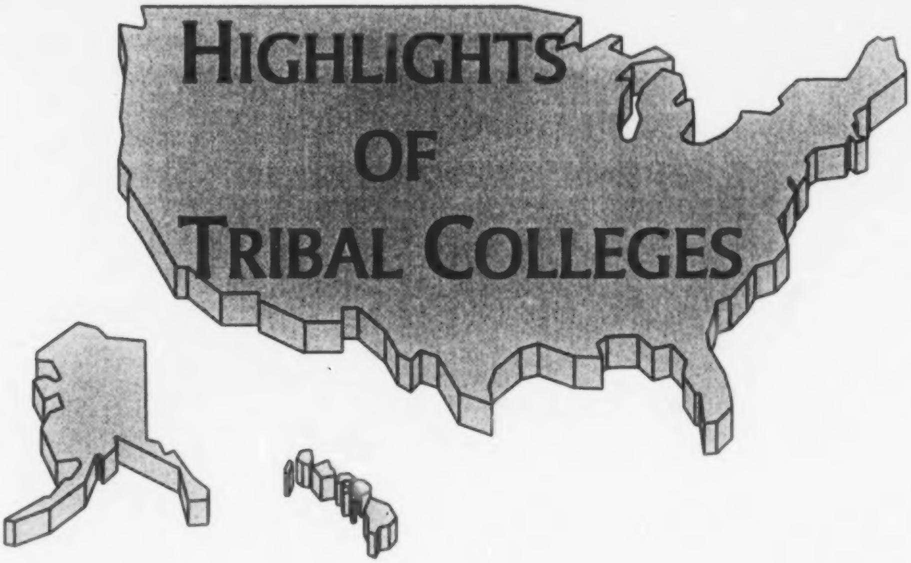
EXPANSION TO 4-YEAR INSTITUTIONS

While the majority of tribal colleges have succeeded in becoming fully accredited 2-year institutions, their expansion to 4-year institutions is still relatively new. Consequently, tribal colleges continue to reach out to their non-Indian sister institutions of higher education, as they have done since the founding of the tribal college movement. In the early days of the movement, non-Indian institutions acted as funding conduits to the tribal colleges that had not yet earned accreditation candidacy. Non-Indian institutions also participated in the cross-registration of students and lent faculty to the tribal colleges when requested. This tradition has developed into full partnerships between tribal colleges and 4-year, non-tribally controlled institutions that provide innovative science and mathematics opportunities, two-plus-two teacher training programs, distance learning and other telecommunications programs, and effective articulation and course transfer agreements to both kinds of institutions.

CONCLUSION

Even with all the advances over the past 30 years of the tribal college movement, there are still major challenges facing tribes hoping to develop and found new tribal colleges. Identifying and obtaining funding and maintaining the will to persevere in the face of all the difficulties inherent in such efforts are examples of two of these challenges. Currently there are 30 tribally controlled colleges serving tribes on geographically isolated reservations scattered across the western half of the United States, but there are approximately 360 federally recognized Indian reservations. There is much room for growth in the tribal college movement, if adequate resources and leadership can be brought together in Indian country.

HIGHLIGHTS OF TRIBAL COLLEGES



Bay Mills Community College
Blackfeet Community College
Cheyenne River Community College
College of the Menominee Nation
Crownpoint Institute of Technology
D-Q University
Dull Knife Memorial College
Fond du Lac Tribal Community College
Fort Belknap Community College
Fort Berthold Community College
Fort Peck Community College
Haskell Indian Junior College[1]
The Institute of American Indian and Alaska Native Culture and Arts Development
Lac Courte Oreilles Ojibwa Community College
Leech Lake Tribal College
Little Big Horn College
Little Hoop Community College[2]
Little Priest Tribal College
Navajo Community College[3]
Nebraska Indian Community College
Northwest Indian College
Oglala Lakota College
Salish Kootenai College
Sinte Gleska University
Sisseton Wahpeton Community College
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Stone Child College
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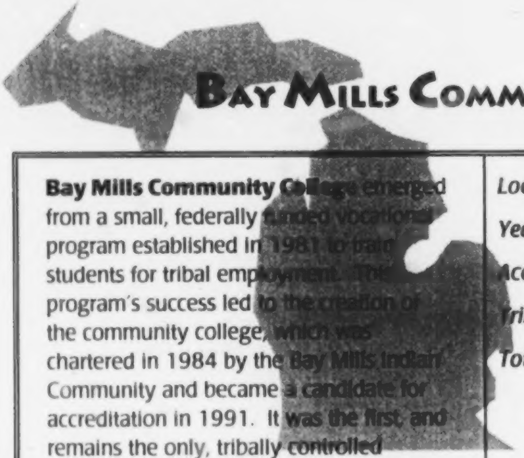
[1] Haskell Indian Junior College recently changed its name to Haskell Indian Nations University.

[2] Little Hoop College recently changed its name to Cankdeska Cikana Community College.

[3] Navajo Community College recently changed its name to Diné Community College.

[4] Standing Rock College recently changed its name to Sitting Bull College.

NOTE: Sources of information for the tribal college highlights are located on p. 7-49.



BAY MILLS COMMUNITY COLLEGE

Bay Mills Community College emerged from a small, federally funded vocational program established in 1981 to train students for tribal employment. This program's success led to the creation of the community college, which was chartered in 1984 by the Bay Mills Indian Community and became a candidate for accreditation in 1991. It was the first, and remains the only, tribally controlled college in Michigan. This career-oriented institution emphasizes a positive, student-centered atmosphere in which traditional Native American customs and values are integrated with vocational training and general education. The college's mission is the encouragement and preparation of students for success in various fields of employment so they may assume responsible roles in their community. Bay Mills has expanded steadily and now provides student housing, as well as offering extension classes on every reservation in the state and in many of their neighboring communities. The college has recently added telecourses. It uses the most interactive television time of any Michigan school, including the state university.

Location: Brimley, MI

Year established: 1984

Accredited: Yes

Tribal affiliation: Intertribal

Total enrollment: 83
Part time: 37%
American Indian/ Alaska Native: 49%

Total faculty: 3
Part time: 66%
American Indian/ Alaska Native: NA

Degree levels offered: Associate of Applied Science, Associate of Arts, Associate of General Studies, Certificate Programs

NA: Not available. Faculty data were not reported by race/ethnicity.

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BLACKFEET COMMUNITY COLLEGE

Blackfeet Community College was established as part of a 10-year comprehensive plan for the Blackfeet Indian Reservation. It represents the culmination of the Blackfeet Nation's efforts to create an accredited institution of higher education. The college began as an extension center with courses provided by Flathead Community College. Its charter was formalized in 1976, and it became an independent institution in 1979. The institution is designed to meet the Blackfeet Nation's survival needs by providing a balance between educational advancement and cultural preservation. Its library, which also serves as the tribal library, constitutes the only postsecondary academic library in the area. The college's future plans include the development of new physical facilities.

Location:	Browning, MT
Year established:	1976
Accredited:	Yes
Tribal affiliation:	Blackfoot
Total enrollment:	395
Part time:	26%
American Indian/ Alaska Native:	95%
Total faculty:	21
Part time:	0%
American Indian/ Alaska Native:	24%
Degree levels offered:	Associate of Arts, Associate of Science, Associate of Applied Science, Certificate Programs

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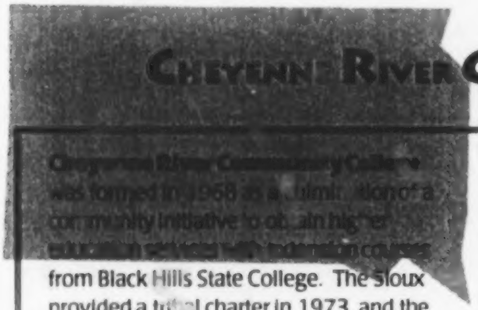

CHEYENNE RIVER COMMUNITY COLLEGE

Cheyenne River Community College was formed in 1968 as a culmination of a community initiative to obtain higher education services with extension courses from Black Hills State College. The Sioux provided a tribal charter in 1973, and the college received its present name in 1977. The college's mission is to provide postsecondary learning opportunities that meet the holistic learning needs of the Cheyenne River Reservation community. It is located in the largest community on the reservation. Cheyenne River Community College offers 1-year certificates and 2-year associate's degrees through an affiliation with Northern State University (NSU), Indian vocational technical programs through an affiliation with Sisseton Wahpeton Community College (SWCC), and bachelor's degrees through an affiliation with Oglala Lakota College (OLC). Recently, Cheyenne River Community College established its first off-campus site and plans further efforts to meet the needs of outlying communities.

Location:	Eagle Butte, SD
Year established:	1973
Accredited:	Applying for candidate status
Tribal affiliation:	Sioux
Total enrollment:	45
Part time:	51%
American Indian/ Alaska Native:	NA
Total faculty:	NA
Part time:	NA
American Indian/ Alaska Native:	NA

Degree levels offered*: Associate of Arts, Associate of Science, Bachelor of Science, Vocational Programs, Certificate Programs

NA: Not available. Enrollment data were not reported by race/ethnicity. Faculty data were not reported.

*Degree and certificate programs offered through affiliate institutions.

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COLLEGE OF THE MENOMINEE NATION

College of the Menominee Nation (CMN) was established in 1991, using tribal gaming [illegible] student-centered [illegible] three entwined missions: the provision of a quality educational environment centered in Menominee culture, the development and pursuit of research and development projects designed to improve the educational and economic opportunities of its students, and the implementation of a curriculum based on learning by doing and community service. The college prepares students for careers in the tribally owned industries of timber, hospitality and gaming, and a variety of other fields. It has entered into a series of two-plus-two and two-plus-one curriculum agreements with other academic institutions that guarantee the transfer of CMN credits to the partner schools. The college has recently entered into a partnership with the University of Wisconsin-Green Bay to offer a variety of accredited courses over the Internet to any student who gains admission to either institution. This program may be expanded into a college on the Internet that will allow students to earn associate's, bachelor's, and master's degrees.

Location:	Keshena, WI
Year established:	1991
Accredited:	Candidate status
Tribal affiliation:	Menominee
Total enrollment:	NA
Part time:	NA
American Indian/ Alaska Native:	NA
Total faculty:	NA
Part time:	NA
American Indian/ Alaska Native:	NA
Degree levels offered:	Associate of Technical Science, Associate of Arts, Associate of Science, Certificate Programs

NA: Not available. Data were not reported to IPEDS.

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CROWNPOINT INSTITUTE OF TECHNOLOGY

Crownpoint Institute of Technology (CIT) originated in 1979 as the Navajo Skills Center for the purpose of providing vocational training for the Navajo Nation. The Crownpoint Institute of Technology was chartered by the state of New Mexico as a nonprofit, private corporation in 1981 and by the Navajo Nation in 1982. The school received its present name in 1985. In 1993, the Institute was authorized to award Associate of Applied Science degrees. Crownpoint Institute of Technology's mission is to prepare Navajo and other students for employment by providing quality vocational education, associate's degrees, and community education in a nondiscriminatory postsecondary environment. The Institute offers a variety of support services and provides some student housing. The U.S. Department of Education's Carl D. Perkins Fund constitutes CIT's major source of funding. Other costs are covered by the Navajo Nation and by additional government grants.

Location:	Crownpoint, NM
Year established:	1979
Accredited:	Yes
Tribal affiliation:	Navajo
Total enrollment:	414
Part time:	56%
American Indian/ Alaska Native:	100%
Total faculty:	30
Part time:	37%
American Indian/ Alaska Native:	NA
Degree levels offered:	Associate of Applied Science, Certificate Programs

NA: Not available. Faculty data were not reported by race/ethnicity.

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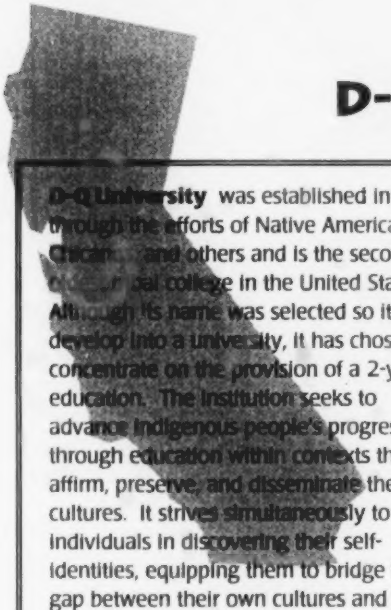
D-Q UNIVERSITY



D-Q University was established in 1971 through the efforts of Native Americans, Chicanos, and others and is the second oldest tribal college in the United States. Although its name was selected so it might develop into a university, it has chosen to concentrate on the provision of a 2-year education. The institution seeks to advance indigenous people's progress through education within contexts that affirm, preserve, and disseminate their cultures. It strives simultaneously to assist individuals in discovering their self-identities, equipping them to bridge the gap between their own cultures and Euro-American society, and preparing them to serve their communities. D-Q University, the only accredited Native American college in California, is not associated with one single tribe or reservation. The university enrolls more Native American students than does any other California higher education institution. Its student body includes representatives from more than 60 tribes. The institution has undertaken major efforts to develop its science program and to stimulate interest in science. These steps include recent improvements in the institution's math and science curriculum and facilities, the provision of student internships, and the establishment of a residential summer math and science camp for high school students. Future plans call for the development of multimedia course materials that integrate culture into math and science courses and the strengthening of existing ties to Humboldt State University.

Location:	Davis, CA
Year established:	1971
Accredited:	Yes
Tribal affiliation:	Intertribal
Total enrollment:	466
Part time:	71%
American Indian/ Alaska Native:	66%
Total faculty:	7
Part time:	0%
American Indian/ Alaska Native:	43
Degree levels offered:	Associate of Arts, Associate of Science, Certificate Programs

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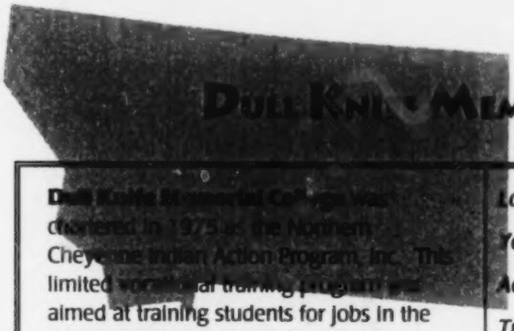

DULL KNIFE MEMORIAL COLLEGE

Dull Knife Memorial College was chartered in 1975 as the Northern Cheyenne Indian Action Program, Inc. This limited vocational training program was aimed at training students for jobs in the mining industry that was developing around the Northern Cheyenne Reservation. The expansion of the vocational program and addition of academic classes resulted in the founding of Dull Knife Memorial College, which offered its first academic courses during winter quarter of 1978. The institution's mission is to provide educational and cultural leadership to its constituents. It is named after Chief Dull Knife, a revered Northern Cheyenne historical leader, and reflects his determination to provide leadership to his people. Coursework completed at the college is generally accepted in transfer by 4-year institutions of higher learning.

Location:	Lame Deer, MT
Year established:	1975
Accredited:	Yes
Tribal affiliation:	Cheyenne
Total enrollment:	378
Part time:	80%
American Indian/ Alaska Native:	85%
Total faculty:	12
Part time:	0%
American Indian/ Alaska Native:	25%

Degree levels offered: Associate of Arts, Associate of Applied Science, Vocational Certificate Programs

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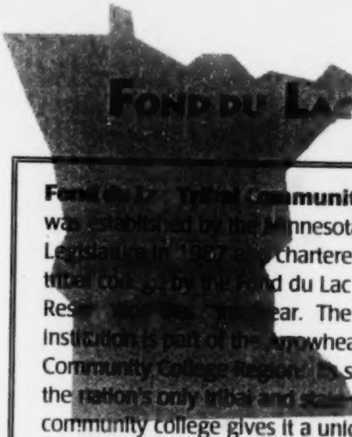

FOND DU LAC TRIBAL COMMUNITY COLLEGE

Fond du Lac Tribal Community College was established by the Minnesota Legislature in 1987 and chartered as a tribal college by the Fond du Lac Res[illegible]ear. The institution is part of the Arrowhead Community College Region. Its status as the nation's only tribal and state-funded community college gives it a unique mission that centers on meeting the educational needs of a diverse population. The institution is dedicated to acknowledging each individual's right to achieve self-actualization, to facilitating the building of educational and civic relationships, to enhancing the growth of the community, and to celebrating the community's diverse cultures. This growing college serves both recent high school graduates and nontraditional students. Its new, modern campus opened in 1992. Planned additions will double the number of full-time students currently served.

Location:	Cloquet, MN
Year established:	1987
Accredited:	Yes
Tribal affiliation:	Anishinabe
Total enrollment:	757
Part time:	59%
American Indian/ Alaska Native:	16%
Total faculty:	NA
Part time:	NA
American Indian/ Alaska Native:	NA
Degree levels offered:	Associate of Arts, Associate of Science, Associate of Applied Science, Certificate Programs

NA: Not available. Faculty data were reported in conjunction with a parent institution.

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FORT BELKNAP COMMUNITY COLLEGE

Fort Belknap Community College was chartered by the Fort Belknap Community Council in 1984 and received full accreditation in 1987 from the Northwest Association of Schools and Colleges. Prior to receiving accreditation, Fort Belknap offered courses and degrees via affiliations with other schools. The college operated as the Fort Belknap Resident Center of the College of Great Falls from 1980 to 1982. From 1982 to 1984 the school was a branch of Dull Knife Memorial College, and from 1984 to 1987 the school was a branch of Salish Kootenai College, which ultimately became Fort Belknap's "mother" institution and guided the school through the accreditation process. The mission of Fort Belknap College is to provide quality postsecondary education opportunities for Indian residents of the Fort Belknap communities. The college strives to provide ample opportunities for its students to compete in a rapidly changing technological world as well as to preserve the cultural identity and integrity of the Assiniboine and Gros Ventre Tribes.

Location:	Harlem, MT
Year established:	1984
Accredited:	Yes
Tribal affiliation:	Assiniboine and Gros Venture
Total enrollment:	190
Part time:	32%
American Indian/ Alaska Native:	92%
Total faculty:	25
Part time:	64%
American Indian/ Alaska Native:	56%
Degree levels offered:	Associate of Arts, Certificate Programs

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FORT BERTHOLD COMMUNITY COLLEGE

Fort Berthold Community College was established in 1973 and received its accreditation in 1988. The institution is tribally chartered by the Three Affiliated Tribes of the Fort Berthold Reservation. Its first classes were offered on an extension basis with several accredited institutions in North Dakota. The college's mission is to address tribal needs and perpetuate tribal heritage and culture through education. Emphasis is placed on helping individuals acquire a positive self-image through achievement and on preparing them for success in a multicultural society. The institution also plays a leadership role in reservation development. Its innovative ACT (Assistance, Counseling, Training) Project constituted the first in the nation to provide onsite individualized instruction to farming and ranching families to assist them in improving their farm/ranch management.

Location:	Newton, SD
Year established:	1973
Accredited:	Yes
Tribal affiliation:	Alkara, Hidasta, and Mandan
Total enrollment:	257
Part time:	47%
American Indian/ Alaska Native:	69%
Total faculty:	8
Part time:	0%
American Indian/ Alaska Native:	NA
Degree levels offered:	Associate of Arts, Associate of Science, Associate of Applied Science, Vocational Certificate of Completion

NA: Not available. Faculty data were not reported by race/ethnicity.

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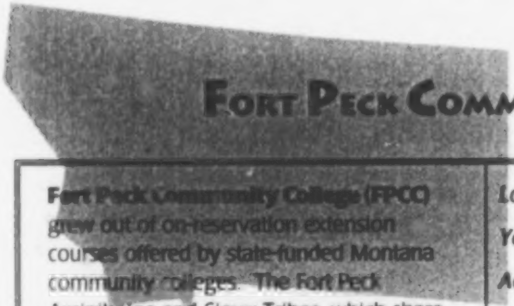

FORT PECK COMMUNITY COLLEGE

Fort Peck Community College (FPCC) grew out of on-reservation extension courses offered by state-funded Montana community colleges. The Fort Peck Assiniboine and Sioux Tribes, which share the reservation, chartered FPCC in 1978. Fort Peck Community College constitutes a vehicle for transmitting Indian awareness and increased self-awareness to the people of the Fort Peck Reservation and northeastern Montana through education. Its academic program offers courses designed to yield credits transferable to other institutions. The college has several teaching/learning/administrative sites located within the reservation. The FPCC library, which includes a new legal section, also functions as the Tribal Library and constitutes a resource for the entire reservation population. The college also operates a daycare center, allowing students to attend classes full time who otherwise might not be able to do so.

Location:	Poplar, MT
Year established:	1978
Accredited:	Yes
Tribal affiliation:	Assiniboine and Sioux
Total enrollment:	383
Part time:	31%
American Indian/ Alaska Native:	82%
Total faculty:	29
Part time:	0%
American Indian/ Alaska Native:	45%

Degree levels offered: Associate of Arts, Associate of Science, Associate of Applied Science, Certificate Programs

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HASKELL INDIAN JUNIOR COLLEGE*

Haskell Indian Junior College is the product of a long evolutionary process. This process began in 1884 with the establishment of an elementary-level trade school, which later expanded into a high school and postsecondary vocational/technical institution. Haskell Indian Junior College was established in 1970 and received accreditation to provide associate's degrees in 1979. After receiving accreditation in 1993 to provide a bachelor's degree in elementary education, the institution was officially renamed Haskell Indian Junior College in 1995.

Congress has authorized Haskell Indian Junior College in partial fulfillment of treaty and trust obligations. The university is designed to provide American Indians and Alaska Natives with a tuition-free, quality education, culturally sensitive curricula, and innovative services that will result in a holistic balance of psychological and physical well-being. The institution is open to students who are official members of federally recognized tribes or are at least one-fourth degree Indian blood descendants. Distinctive features of Haskell Indian Junior College include its student body, which represents tribes from across the nation, and its innovative curriculum, which integrates American Indian and Alaska Native culture into all aspects of study. The institution publishes the nation's oldest Native American student newspaper and is the home of the American Indian Athletic Hall of Fame.

Location: Lawrence, KS

Year established: 1970

Accredited: Yes

Tribal affiliation: Intertribal

Total enrollment: 793
- *Part time:* 6%
- *American Indian/ Alaska Native:* 100%

Total faculty: 52
- *Part time:* 4%
- *American Indian/ Alaska Native:* 54%

Degree levels offered: Bachelor of Science, Associate of Arts, Associate of Science, Associate of Applied Science

*Haskell Indian Junior College recently changed its name to Haskell Indian Nations University

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THE INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE CULTURE AND ARTS DEVELOPMENT

The Institute of American Indian and Alaska Native Culture and Arts Development (IAIA) was created by federal law. An independent Board of Trustees, the majority of whose members must be American Indians or Alaska Natives, governs the organization. The Institute's primary mission is to provide opportunities for education in the arts to American Indians and Alaska Natives. The IAIA provides associate's degree courses in a variety of arts-related areas. Its students have the opportunity of integrating insights gained from tribally based education into a Western studio environment. Students represent Indian tribes from across the nation and range in age from 18 to 70. The Institute also assists indigenous people worldwide in language preservation, curriculum planning, and other activities. The IAIA operates a museum of contemporary Indian art, which includes over 8,000 pieces, located in a historical building in downtown Santa Fe. Many of the country's most notable contemporary Indian artists have been associated with IAIA.

Location:	Santa Fe, NM
Year established:	1962
Accredited:	Yes
Tribal affiliation:	Intertribal
Total enrollment:	231
Part time:	15%
American Indian/ Alaska Native:	91%
Total faculty:	38
Part time:	5%
American Indian/ Alaska Native:	66%
Degree levels offered:	Associate of Fine Arts, Associate of Arts

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LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE

Lac Courte Oreilles Ojibwa Community College was chartered by the Lac Courte Oreilles Band of Lake Superior Chippewa Indians in 1982 and draws most of its students from the Lac Courte Oreilles Reservation. Its mission is the provision of postsecondary and continuing education within the Indian community. The curriculum is designed to reflect and strengthen Ojibwa culture and tribal self-determination, while providing opportunities for individual self-improvement in today's technological world. The Tribal Governing Board recently granted the college over 100 acres of land to be used for natural resources and agricultural research, training, and demonstration. The college has a state-of-the-art, interactive Distance Learning Studio. This facility provides students with access to a wide range of educational programming and is also used to teach the Ojibwa language at several high schools. The college has a two-plus-two program with the University of Wisconsin-Eau Claire, which enables its students to obtain bachelor of nursing degrees. Future plans include the establishment of additional two-plus-two programs with other colleges and universities and the development of 4-year degrees in social work, teaching, and natural resources.

Location:	Hayward, WI
Year established:	1982
Accredited:	Yes
Tribal affiliation:	Chippewa
Total enrollment:	468
Part time:	62%
American Indian/ Alaska Native:	80%
Total faculty:	16
Part time:	13%
American Indian/ Alaska Native:	NA

Degree levels offered: Associate of Arts, Associate of Applied Science, Certificate Programs

NA: Not available. Faculty data were not reported by race/ethnicity.

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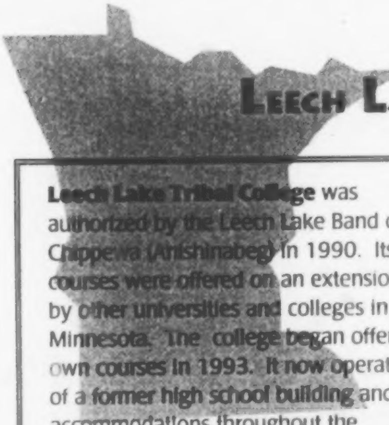

LEECH LAKE TRIBAL COLLEGE

Leech Lake Tribal College was authorized by the Leech Lake Band of Chippewa (Anishinabeg) in 1990. Its first courses were offered on an extension basis by other universities and colleges in Minnesota. The college began offering its own courses in 1993. It now operates out of a former high school building and other accommodations throughout the reservation. The college's mission involves providing all persons with a quality education that centers on the transmission of Anishinabe spirituality, history, culture, and language. The institution is also intended to serve as an educational bridge for Leech Lake tribal members who wish to continue their education at 4-year institutions. Leech Lake Tribal College constitutes the center for the study of Anishinabe culture and language studies in Minnesota. Its philosophy is exemplified by its health and healing department, which teaches using a holistic approach that exemplifies American Indian knowledge and values.

Location:	Cass Lake, MN
Year established:	1990
Accredited:	Applying for candidate status
Tribal affiliation:	Anishinabeg
Total enrollment:	NA
Part time:	NA
American Indian/ Alaska Native:	NA
Total faculty:	NA
Part time:	NA
American Indian/ Alaska Native:	NA
Degree levels offered:	Associate of Arts, Associate of Applied Science

NA: Not available. Data were not reported to IPEDS.

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LITTLE BIG HORN COLLEGE

Little Big Horn College emerged from the Crow Central Education Commission's extensive adult and higher education programming efforts. The college, located in the capital of the Crow Indian reservation, received its tribal charter in 1980. Little Big Horn College has a commitment to the development of individual students so that they may advance in the workplace or in higher education and to the preservation and advancement of the Crow language, culture, and community. Its original focus on vocational programs has widened to include a variety of academic offerings. The college's library includes the Crow Indian Archives, which constitute a major learning resource. Little Big Horn College also has its own daycare center. Little Big Horn has excellent computer accessibility via a new community computer center that provides 45 new workstations, bringing the total workstations providing computer access to 75.

Location:	Crow Agency, MT
Year established:	1980
Accredited:	Yes
Tribal affiliation:	Crow
Total enrollment:	274
Part time:	28%
American Indian/ Alaska Native:	91%
Total faculty:	40
Part time:	63%
American Indian/ Alaska Native:	53%
Degree levels offered:	Associate of Arts, Certificate Programs

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LITTLE HOOP COMMUNITY COLLEGE*

Little Hoop Community College is the postsecondary institution for the Devils Lake Sioux Tribe. The institution was named in honor of a World War II hero who received two Purple Hearts for bravery. It began operation in 1974 as a satellite campus of Lake Region Community College. Its mission is to provide comprehensive postsecondary education that addresses both traditional and contemporary aspects of learning and assists individuals in achieving their personal goals. The college strives to facilitate the development of tribal resources and to preserve, enhance, and transmit the Dakota culture. As part of its Talent Search program, it offers youth an intensive summer program that affords an overview of available career options.

Location:	Fort Totten, ND
Year established:	1974
Accredited:	Yes
Tribal affiliation:	Sioux
Total enrollment:	174
Part time:	70%
American Indian/ Alaska Native:	86%
Total faculty:	23
Part time:	0%
American Indian/ Alaska Native:	35%
Degree levels offered:	Associate of Arts, Associate of Science, Associate of Applied Science, Certificate Programs

*Little Hoop College recently changed its name to Cankdeska Cikana Community College.

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LITTLE PRIEST TRIBAL COLLEGE*

Little Priest Tribal College began as the Winnebago tribal member of the Nebraska Indian College in 1973. In 1996 it established a separate identity as Little Priest Tribal College. It focuses exclusively on serving the Winnebago Tribe and provides its members with a quality postsecondary education. Its mission is to enhance Winnebago cultural activities, provide a 2-year associate's degree program leading to transfer to a 4-year degree program, and provide classes to enhance students' job performance. It is named after Little Priest, the last Winnebago chief.

Location:	Winnebago, NE
Year established:	1996
Accredited:	Candidate status
Tribal affiliation:	Winnebago
Total enrollment:	100
Part time:	50%
American Indian/ Alaska Native:	85%
Total faculty:	17
Part time:	60%
Degree levels offered:	Associate of Arts, Associate of Science, and Certificate Programs

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*As Little Priest Tribal College was founded in 1996, IPEDS data were not available. All data reported are based on a site visit to Little Priest Tribal College conducted by the Bureau of Indian Affairs and American Indian Higher Education Consortium in 1996.

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NAVAJO COMMUNITY COLLEGE*

Navajo Community College was chartered in 1968 by the Navajo Nation. It is the oldest tribally controlled college in the United States and has been fully accredited for 20 years. The impetus for its creation came directly from the Navajo people, who recognized the need to develop the skills necessary for tribal leadership and viewed postsecondary education as the key to self-determination. The college began with programs housed in two small trailers on a Bureau of Indian Affairs boarding school compound in Arizona. It grew dramatically and now constitutes the largest tribally controlled college in the United States. It has a multicampus system, with eight locations in New Mexico and Arizona. The institution's multifaceted mission includes strengthening personal foundations for responsible living and learning that are consistent with the Diné traditional living system, preparing students for jobs and further studies, promoting and perpetuating Navajo language and culture, and providing community services and research. The Navajo Community College's Press constitutes one of three wholly Indian owned book publishers in North America. The college's athletic teams have won several national championships. The institution, which has established a development foundation to increase its endowment, continues to expand in enrollment. It began construction of new facilities for its Crownpoint campus in 1994.

Location:	Tsaile, AZ
Year established:	1968
Accredited:	Yes
Tribal affiliation:	Navajo
Total enrollment:	2,031
Part time:	56%
American Indian/ Alaska Native:	94%
Total faculty:	161
Part time:	0%
American Indian/ Alaska Native:	32%
Degree levels offered:	Associate of Arts, Associate of Science, Associate of Applied Science, Certificate Programs

*Navajo Community College recently changed its name to Diné Community College.

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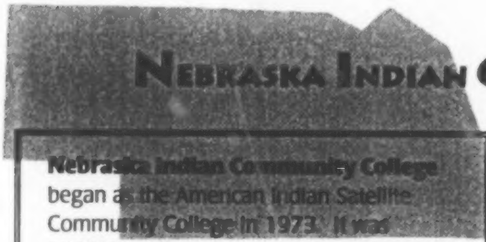

NEBRASKA INDIAN COMMUNITY COLLEGE

Nebraska Indian Community College began as the American Indian Satellite Community College in 1973. It was established by a federal grant administered through a Nebraska community college to provide postsecondary education for two of the three Nebraska Indian tribes. When tribal colleges became eligible for direct federal funding in 1979, the institution established itself as in independent entity under its present name. It is chartered by the Omaha, Santee, South Dakota Yankton, and Sioux tribes. Nebraska Indian Community College's mission is to offer quality, Indian-focused, postsecondary educational programs that also contribute to each tribe's cultural continuity. It offers liberal arts courses, as well as vocational education and training. Nebraska Indian Community College has a site on each of its four chartering tribes' reservations. It also offers some courses at its extended campus, located at the American Indian Center in Sioux City, Iowa.

Location:	Niobara, NE
Year established:	1979
Accredited:	Yes
Tribal affiliation:	Omaha, Santee Yankton, and Sioux
Total enrollment:	320
Part time:	54%
American Indian/ Alaska Native:	85%
Total faculty:	35
Part time:	63%
American Indian/ Alaska Native:	31%

Degree levels offered: Associate of Arts, Associate of Science, Associate of Applied Science, Certificate Programs

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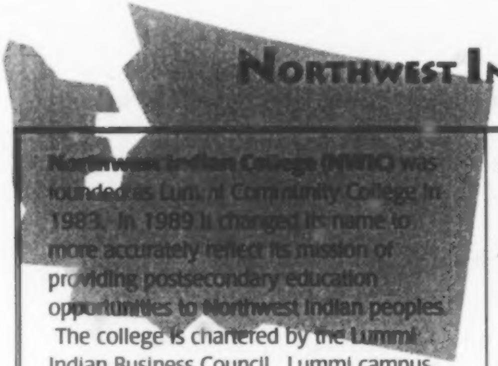

NORTHWEST INDIAN COLLEGE

Northwest Indian College (NWIC) was founded as Lummi Community College in 1983. In 1989 it changed its name to more accurately reflect its mission of providing postsecondary education opportunities to Northwest Indian peoples. The college is chartered by the Lummi Indian Business Council. Lummi campus, located on the Lummi Indian Reservation, houses instructional and student services, college-wide administrative services, and a vocational training center. A Tacoma campus serves the urban Indian population of the greater Tacoma area. The college also has facilities on the Nisqually, Nooksack, Swinomish, Makah, and Port Gamble Klallam reservations, which are designed to serve these communities' specific educational needs. As part of its community service efforts, NWIC operates an adult literacy program and has a Business Assistance Center that helps small business owners and those interested in establishing small businesses.

Location:	Bellingham, WA
Year established:	1983
Accredited:	Yes
Tribal affiliation:	Lummi
Total enrollment:	NA
Part time:	NA
American Indian/ Alaska Native:	NA
Total faculty:	NA
Part time:	NA
American Indian/ Alaska Native:	NA
Degree levels offered:	Associate of Arts and Sciences, Associate of Technical Arts, Certificate Programs

NA: Not available.

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OGLALA LAKOTA COLLEGE

Oglala Lakota College was established in 1971 on the Pine Ridge Reservation by the Oglala Sioux Tribal Council. For the first few years courses were offered under agreements with Black Hills State College. It became Oglala Sioux Community College in 1978, and in 1983, received its present name, which more accurately reflects the tribe's language and status as a 4-year degree-granting institution. Oglala Lakota College stresses the acquisition of an understanding of the larger society within the context of Lakota culture and tribal self-determination. It offers a wide range of programs, extending from adult literacy services to a master's degree in Lakota leadership. Oglala Lakota College has a dispersed, decentralized campus with sites in each of the nine reservation districts. With its enrollment of around 1,000 students, the institution is the second largest tribal college. It is one of only two tribal colleges to offer a master's degree. The college recently received a large grant from the National Science Foundation to develop a bachelor's degree in environmental science.

Location:	Kyle, SD
Year established:	1971
Accredited:	Yes
Tribal affiliation:	Sioux
Total enrollment:	1,038
Part time:	61%
American Indian/ Alaska Native:	82%
Total faculty:	18
Part time:	0%
American Indian/ Alaska Native:	56%

Degree levels offered: Master of Arts, Bachelor of Arts, Bachelor of Science, Associate of Arts, Certificate Programs

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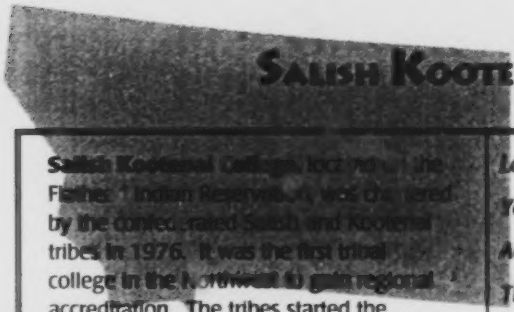

SALISH KOOTENAI COLLEGE

Salish Kootenai College, located on the Flathead Indian Reservation, was chartered by the confederated Salish and Kootenai tribes in 1976. It was the first tribal college in the Northwest to gain regional accreditation. The tribes started the college primarily to improve education for their members and to foster the reservation's economic development. The college also has the mission of providing quality postsecondary educational opportunities for Native Americans throughout the United States. Its student body includes students from 56 tribes. Salish Kootenai College offers a bachelor's degree in human service (concentration in rehabilitation), Native American human services, and environmental sciences, as well as a number of associate's degrees and vocational certificate programs of study. Its facilities include a tribal public television station and dental labs. The college is developing dental assistance televideo courses in conjunction with the Indian Health Service. The college was 1 of only 23 institutions of higher education nationwide to receive funding from the National Science Foundation for its successful proposal submitted for the NSF's 1995 initiative for *Institution-Wide Reform of Undergraduate Education in Science, Mathematics, Engineering, and Technology (SM&T)*. The award was made to stimulate comprehensive, innovative reforms that promote student learning, prepare students for rewarding careers, and enhance awareness of and appreciation for SM&T issues.

Location:	Pablo, MT
Year established:	1976
Accredited:	Yes
Tribal affiliation:	Salish and Kootenai
Total enrollment:	874
Part time:	33%
American Indian/ Alaska Native:	75%
Total faculty:	25
Part time:	0%
American Indian/ Alaska Native:	20%

Degree levels offered: Bachelor of Arts, Bachelor of Science, Associate of Arts, Associate of Science, Associate of Applied Science, Certificate and Apprenticeship Programs

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SINTE GLESKA UNIVERSITY

Sinte Gleska University, [illegible] Sinte Gleska College, was established by the Rosebud (Sicangu) Sioux in 1971. The institution is located on the Rosebud Sioux reservation in south central South Dakota. It emerged from the tribe's desire to create an academic and cultural bridge between the secondary schools located on the reservation and postsecondary educational institutions off reservation, while reinforcing tribal culture and providing service to the tribe and community. The intent was to create a school that would meet the postsecondary educational needs of the reservation's residents to the fullest extent possible. In the 1970s Sinte Gleska began to offer an associate of arts degree and to provide bachelor's degrees through the University of South Dakota. In 1983, Sinte Gleska became the first tribally controlled college accredited to offer both bachelor's and associate's degrees. It later added a master's degree to its offerings. The university is currently sharing a $12 million grant from the National Science Foundation with Oglala Lakota College. Sinte Gleska is using its share to develop a bachelor of science program in computer science and a 2-year degree program in basic engineering.

Location: Rosebud, SD

Year established: 1971

Accredited: Yes

Tribal affiliation: Sioux

Total enrollment: 748
  Part time: 40%
  American Indian/ Alaska Native: 75%

Total faculty: 87
  Part time: 40%
  American Indian/ Alaska Native: NA

Degree levels offered: Master of Arts, Bachelor of Arts, Bachelor of Science, Associate of Arts, Associate of Science, Certificate Programs

NA: Not available. Faculty data were not reported by race/ethnicity.

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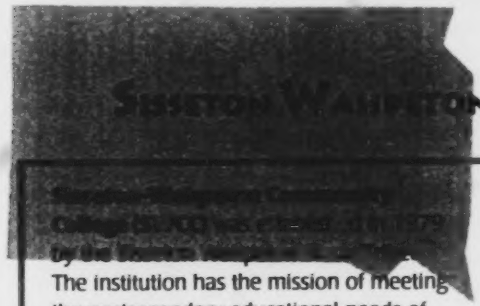

SISSETON WAHPETON COMMUNITY COLLEGE

[illegible] College (SWCC) was [illegible] in 1979 by the [illegible]. The institution has the mission of meeting the postsecondary educational needs of the tribe's members and the other residents of the Lake Traverse Reservation. It offers courses at its main campus, at several other locations on the reservation, and elsewhere within the traditional lands of the Dakota people. The institution's five divisions include the academic departments, a vocational and technical education department, a nursing center, an adult and community education center, and the Institute of Dakota Studies. The college recently added a tribal resource center, a tribal library, and tribal archives. These new facilities were built entirely by SWCC students and staff.

Location:	Sisseton, SD
Year established:	1979
Accredited:	Yes
Tribal affiliation:	Sioux
Total enrollment:	197
Part time:	29%
American Indian/ Alaska Native:	68%
Total faculty:	18
Part time:	44%
American Indian/ Alaska Native:	33%
Degree levels offered:	Associate of Arts, Associate of Science, Associate of Applied Science, Certificate Programs

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SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE

Southwestern Indian Polytechnic Institute (SIPI) had its origins in the All-Indian Pueblo Council's vision of a school to serve the Native American community. Other tribal leaders, public officials, and interested citizens contributed to the realization of this dream. The Institute opened in 1971 as an open-entry, open-exit system of individualized training. It has since moved to a traditional semester system and has developed the training infrastructure needed for providing advanced technical instruction and for granting university transfer degrees. The Institute's newly revised mission involves providing a postsecondary learning environment that is both rigorous and tribally responsive. It is developing postsecondary training programs to meet the needs of industry and of Native Americans. The SIPI student body is drawn from over 100 tribes, and the SIPI Board of Regents includes representatives from 10 tribal entities. SIPI also operates an Upward Bound program for high school students, which includes both a school year and summer residential component.

Location:	Albuquerque, NM
Year established:	1971
Accredited:	Yes
Tribal affiliation:	Intertribal
Total enrollment:	615
Part time:	27%
American Indian/ Alaska Native:	100%
Total faculty:	35
Part time:	0%
American Indian/ Alaska Native:	NA
Degree levels offered:	Associate of Applied Science, Associate of Arts, Associate of Science, Certificate Programs

NA: Not available. Faculty data were not reported by race/ethnicity.

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STANDING ROCK COLLEGE*

Standing Rock College was chartered by the Standing Rock Sioux Tribal Council in 1973. Several colleges were offering on-reservation courses at that time, but there was no coordination between them. Standing Rock College is designed to provide quality academic and occupational training, improve the adult population's educational level, encourage and promote the Dakota/Lakota culture, and assist in tribal development. It offers vocational training certificates and 2-year associate's degree programs. Its students can obtain the bachelor of college studies degree in conjunction with Minot State University. Standing Rock College has expanded over the years with the addition of new facilities and a transportation system.

Location:	Fort Yates, ND
Year established:	1973
Accredited:	Yes
Tribal affiliation:	Sioux
Total enrollment:	196
Part time:	35%
American Indian/ Alaska Native:	92%
Total faculty:	13
Part time:	0%
American Indian/ Alaska Native:	8%
Degree levels offered:	Bachelor of College Studies (in conjunction with Minot State University), Associate of Applied Science, Associate of Science, Associate of Arts, Certificate Programs

*Standing Rock College recently changed its name to Sitting Bull College.

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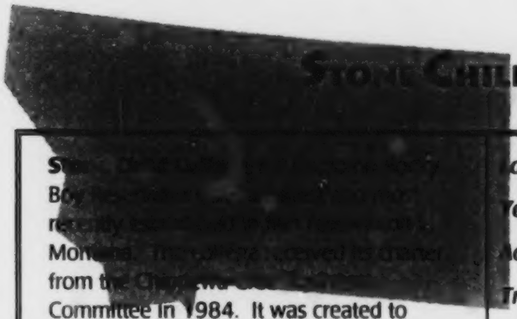

STONE CHILD COLLEGE

Stone Child College is on the Rocky Boy Reservation, [illegible] recently established Indian reservation in Montana. The college received its charter from the Chippewa-Cree [illegible] Committee in 1984. It was created to preserve and maintain the Chippewa-Cree culture and to ensure the provision of postsecondary educational programs that meet the tribal membership's specific needs. The college, which recently gained accreditation, stresses its student-centered staff and its commitment to quality education. It has a new addition, which was built by the staff and students in its building trades program. The college also operates its own child care center.

Location:	Box Elder, MT
Year established:	1984
Accredited:	Yes
Tribal affiliation:	Chippewa-Cree
Total enrollment:	226
Part time:	29%
American Indian/ Alaska Native:	95%
Total faculty:	10
Part time:	0%
American Indian/ Alaska Native:	10%
Degree levels offered:	Associate of Arts, Associate of Science, Certificate Programs

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TURTLE MOUNTAIN COMMUNITY COLLEGE

Turtle Mountain Community College (TMCC) is located on the Turtle Mountain Chippewa Reservation, a small reservation in north central North Dakota. The college received its charter from the Turtle Mountain Chippewa Tribe in 1972. Initial funding came from a federal grant, with North Dakota State University at Bottineau as the sponsoring 4-year institution. Turtle Mountain Community College maintained bilateral agreements with this institution and with Mayville State College until 1979. The school received full accreditation as a 2-year college in 1984. Its goals are the provision of general studies and vocational education, the preservation and transmission of the Turtle Mountain Chippewa cultural heritage, and the provision of leadership and service to the community. Instead of maintaining a separate native studies program, TMCC strives to have American Indian culture and values permeate all departments. The college has provided technical assistance to local industries that wish to train their work forces and increase productivity. It has undertaken numerous other efforts to improve the local economy and ensure that its students are vocationally competitive there.

Location:	Belcourt, ND
Year established:	1972
Accredited:	Yes
Tribal affiliation:	Chippewa
Total enrollment:	585
Part time:	49%
American Indian/ Alaska Native:	87%
Total faculty:	36
Part time:	47%
American Indian/ Alaska Native:	69%
Degree levels offered:	Associate of Arts, Associate of Science, Certificate Programs

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United Tribes Technical College

United Tribes Technical College was founded in 1969 by an intertribal organization, the United Tribes of North Dakota Development Corporation. It is a nonprofit corporation operated by five tribes that are located at least in part in North Dakota. Initially, the school was a residential employment center known as the United Tribes Employment Training Center. In 1975 the school was renamed the United Tribes Educational Technical Center, and as technology advanced, the school changed its name again in 1987 to the United Tribes Technical College. The change of name reflected the school's determination to provide relevant service to its students in an ever-changing, complex world. The school is committed to providing economic, social, and cultural advancement to Indian families. United Tribes has a child development center and an elementary school for its students and their families.

Location:	Bismarck, ND
Year established:	1969
Accredited:	Yes
Tribal affiliation:	Intertribal
Total enrollment:	246
Part time:	3%
American Indian/ Alaska Native:	94%
Total faculty:	38
Part time:	8%
American Indian/ Alaska Native:	18%
Degree levels offered:	Associate of Applied Science, Certificate Programs

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Endnotes for Tribal College Highlights

All enrollment data were taken from the following source (except as noted in the highlights):

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, unpublished data, 1994-95.

All faculty data were taken from the following source (except as noted in the highlights):

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, unpublished data, 1993-94.

Additional data were taken from the following sources:

Bay Mills Community College: Catalog, 1994-96 and *1996 Higher Education Directory* p. 169, 1996

Blackfeet Community College: Catalog, 1994-96

Cheyenne River Community College: Catalog, 1993-95 and admissions office telephone conversation

College of the Menominee Nation: Catalog, 1996-97

Crownpoint Institute of Technology: Catalog, 1995-97

D-Q University: World Wide Web site

Dull Knife Memorial College: Catalog, 1995-96 and admissions office telephone conversation

Fond du Lac Tribal Community College: Catalog

Fort Belknap College: World Wide Web site

Fort Berthold Community College: Bulletin, 1995-96

Fort Peck Community College: Course Schedule, 1995-97

Haskell Indian Nations University: Catalog, 1995-96

Institute of American Indian Arts: Catalog

Lac Courte Oreilles Ojibwa Community College: Catalog, 1995-98

Leech Lake Tribal College: Catalog of Courses and Degree Requirements, 1995-97 and Corinne Nason, Admissions Director, telephone conversation

Little Big Horn College: Catalog, 1994-97

Little Hoop Community College: Catalog, 1995-96

Little Priest Tribal College: Bureau of Indian Affairs and American Indian Higher Education Consortium, site visit report, 1996.

Navajo Community College: Institutional Report, 1992-95

Nebraska Indian Community College: Catalog, 1995-96

Northwest Indian College: Catalog, 1994-96

Oglala Lakota College: Catalog, 1995-96

Salish Kootenai College: Catalog, 1995-97

Sinte Gleska University: World Wide Web site and admissions office telephone conversation

Sisseton Wahpeton Community College: Catalog, 1994-96

Southwestern Indian Polytechnic Institute: Catalog, 1996-97

Standing Rock College: Catalog, 1994-96

Stone Child College: Catalog 1994-96

Turtle Mountain Community College: Catalog

United Tribes Technical College: World Wide Web site and admissions office telephone conversation

Appendix A

Appendix Tables

Table A1-1. American Indian and Alaska Native population and total population, by state: 1990

State	Total population	American Indians/Eskimos/Aleuts	
		Number	Percent
Total	248,709,873	1,959,234	0.8
Alabama	4,040,587	16,506	0.4
Alaska	550,043	85,698	15.6
Arizona	3,665,228	203,527	5.6
Arkansas	2,350,725	12,773	0.5
California	29,760,021	242,164	0.8
Colorado	3,294,394	27,776	0.8
Connecticut	3,287,116	6,654	0.2
Delaware	666,168	2,019	0.3
District of Columbia	606,900	1,466	0.2
Florida	12,937,926	36,335	0.3
Georgia	6,478,216	13,348	0.2
Hawaii	1,108,229	5,099	0.5
Idaho	1,006,749	13,780	1.4
Illinois	11,430,602	21,836	0.2
Indiana	5,544,159	12,720	0.2
Iowa	2,776,755	7,349	0.3
Kansas	2,477,574	21,965	0.9
Kentucky	3,685,296	5,769	0.2
Louisiana	4,219,973	18,541	0.4
Maine	1,227,928	5,998	0.5
Maryland	4,781,468	12,972	0.3
Massachusetts	6,016,425	12,241	0.2
Michigan	9,295,297	55,638	0.6
Minnesota	4,375,099	49,909	1.1
Mississippi	2,573,516	8,525	0.3
Missouri	5,117,073	19,835	0.4
Montana	799,065	47,679	6.0
Nebraska	1,578,385	12,410	0.8
Nevada	1,201,833	19,637	1.6
New Hampshire	1,109,252	2,134	0.2
New Jersey	7,730,188	14,970	0.2
New Mexico	1,515,069	134,355	8.9
New York	17,990,455	62,651	0.3
North Carolina	6,628,637	80,155	1.2
North Dakota	638,800	25,917	4.1
Ohio	10,847,115	20,358	0.2
Oklahoma	3,145,585	252,420	8.0
Oregon	2,842,321	38,496	1.4
Pennsylvania	11,881,643	14,733	0.1
Rhode Island	1,003,464	4,071	0.4
South Carolina	3,486,703	8,246	0.2
South Dakota	696,004	50,575	7.3
Tennessee	4,877,185	10,039	0.2
Texas	16,986,510	65,877	0.4
Utah	1,722,850	24,283	1.4
Vermont	562,758	1,696	0.3
Virginia	6,187,358	15,282	0.2
Washington	4,866,692	81,483	1.7
West Virginia	1,793,477	2,458	0.1
Wisconsin	4,891,769	39,387	0.8
Wyoming	453,588	9,479	2.1

NOTE: American Indian/Alaska Native population data are not collected annually by the Current Population Survey due to small sample sizes. These data are the most recent available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, 1990 decennial census. As published in Bureau of the Census, *1990 Census of Population: General Population Characteristics*, table 276, pp. 517-524, 1992.

Table A1-2. Educational attainment of American Indians and Alaska Natives, by age and sex: 1990

Age and sex of students	Some college, no degree	Associate's degree		Bachelor's degree	Master's degree	Professional school degree	Doctor's degree	Percent	
		Occupational program	Academic program					High school graduate or higher	Bachelor's degree or higher
Total, 15 years and over	283,557	45,366	31,987	70,081	24,429	7,282	3,800	60.5	7.4
15 to 19	14,231	330	157	21	0	10	0	21.0	**
15	73	0	0	0	0	0	0	0.4	**
16	72	3	0	0	0	0	0	0.8	**
17	265	24	0	0	0	0	0	6.1	**
18	4,098	61	30	0	0	0	0	35.2	**
19	9,723	242	127	21	0	10	0	60.6	0.1
20 to 24	45,026	4,610	3,335	4,548	303	197	10	70.1	2.9
20	10,236	611	401	121	23	0	0	68.5	0.4
21	9,925	754	699	405	26	20	0	70.3	1.3
22	8,309	968	666	912	14	42	5	69.5	3.0
23	8,333	1,121	740	1,454	98	63	0	70.7	4.8
24	8,223	1,156	829	1,656	142	72	5	71.5	5.5
25 and over	224,300	40,426	28,495	65,512	24,126	7,075	3,790	65.5	9.3
25 to 29	43,819	7,522	4,351	10,339	1,255	745	159	72.8	6.7
30 to 34	43,840	8,164	5,699	11,037	2,596	1,133	254	73.9	8.3
35 to 39	40,936	7,563	5,884	12,863	4,542	1,413	525	77.6	12.2
40 to 44	32,470	6,526	4,963	11,489	4,983	1,196	628	75.2	13.7
45 to 49	21,912	4,328	3,199	6,164	3,380	821	619	67.6	10.7
50 to 54	14,037	2,381	1,770	4,755	2,621	579	545	59.7	10.5
55 to 59	9,881	1,511	1,040	2,893	1,886	380	380	52.0	8.5
60 to 64	6,725	888	518	1,965	1,166	346	306	42.6	7.0
65 to 69	4,987	681	465	1,652	782	207	125	40.1	6.2
70 to 74	2,794	407	296	1,103	406	120	114	35.6	5.8
75 to 79	1,592	247	192	664	286	83	68	30.7	5.1
80 to 84	844	112	80	355	134	36	27	26.4	4.5
85 years and over	463	96	38	233	89	16	40	21.1	4.0
Men, 15 years and over	133,043	21,849	14,294	34,947	12,741	4,100	2,596	59.9	7.8
15 to 19	6,379	133	53	21	0	0	0	19.3	**
15	55	0	0	0	0	0	0	0.4	**
16	18	0	0	0	0	0	0	0.5	**
17	100	17	0	0	0	0	0	5.6	**
18	1,687	13	10	0	0	0	0	30.7	**
19	4,519	103	43	21	0	0	0	57.4	0.1
20 to 24	21,365	2,361	1,372	2,075	180	129	0	68.4	2.7
20	4,601	280	183	54	16	0	0	66.8	0.4
21	4,908	406	283	154	16	20	0	68.6	1.0
22	4,101	526	261	383	5	36	0	68.2	2.5
23	3,951	510	331	693	35	33	0	68.7	4.3
24	3,804	639	314	791	108	40	0	69.7	5.4
25 and over	105,659	19,355	12,869	32,851	12,561	3,971	2,596	65.8	10.1
25 to 29	20,108	3,666	1,677	4,727	687	396	115	71.3	6.4
30 to 34	19,447	3,841	2,383	5,118	1,235	576	146	72.2	8.1
35 to 39	19,798	3,535	2,665	6,195	2,099	800	373	77.5	12.4
40 to 44	16,321	3,222	2,503	6,239	2,622	632	387	75.9	15.1
45 to 49	10,416	2,208	1,621	3,410	1,923	489	451	68.2	12.5
50 to 54	6,924	1,224	936	2,690	1,472	365	333	61.1	12.4
55 to 59	4,778	725	444	1,617	1,054	231	262	52.3	10.3
60 to 64	3,154	355	224	1,121	603	208	258	41.4	8.6
65 to 69	2,276	314	209	901	444	129	93	39.4	7.8
70 to 74	1,283	120	112	489	204	56	72	36.5	6.4
75 to 79	673	60	61	215	132	51	57	30.2	5.6
80 to 84	276	32	27	90	51	22	20	23.4	4.1
85 years and over	205	53	7	39	35	16	29	19.3	3.5

Table A1-2. Educational attainment of American Indians and Alaska Natives, by age and sex: 1990 (continued)

Age and sex of students	Some college, no degree	Associate's degree		Bachelor's degree	Master's degree	Professional school degree	Doctor's degree	Percent	
		Occupational program	Academic program					High school graduate or higher	Bachelor's degree or higher
Women, 15 years and over	150,154	23,517	17,693	35,134	11,688	3,182	1,204	61.0	7.0
15 to 19	7,852	197	104	0	0	10	0	22.9	**
15	18	0	0	0	0	0	0	0.4	**
16	54	3	0	0	0	0	0	1.1	**
17	165	7	0	0	0	0	0	6.6	**
18	2,411	48	20	0	0	0	0	40.1	**
19	5,204	139	84	0	0	10	0	64.0	0.1
20 to 24	23,661	2,249	1,963	2,473	123	68	10	72.0	3.2
20	5,635	331	218	67	7	0	0	70.4	0.4
21	5,017	348	416	251	10	0	0	72.2	1.6
22	4,208	442	405	529	9	6	5	71.0	3.5
23	4,382	611	409	761	63	30	0	72.9	5.2
24	4,419	517	515	865	34	32	5	73.4	5.5
25 and over	118,641	21,071	15,626	32,661	11,565	3,104	1,194	65.3	8.6
25 to 29	23,711	3,856	2,674	5,612	568	349	44	74.2	7.1
30 to 34	24,393	4,323	3,316	5,919	1,361	557	108	75.5	8.5
35 to 39	21,138	4,028	3,219	6,668	2,443	613	152	77.6	12.1
40 to 44	16,149	3,304	2,460	5,250	2,361	564	241	74.6	12.3
45 to 49	11,496	2,120	1,578	2,754	1,457	332	168	67.1	9.0
50 to 54	7,113	1,157	834	2,065	1,149	214	212	58.5	8.8
55 to 59	5,103	786	596	1,276	832	149	118	51.7	6.9
60 to 64	3,571	533	294	844	563	138	48	43.6	5.6
65 to 69	2,711	367	256	751	338	78	32	40.6	4.9
70 to 74	1,511	287	184	614	202	64	42	34.9	5.4
75 to 79	919	187	131	449	154	32	11	31.1	4.8
80 to 84	568	80	53	265	83	14	7	28.1	4.8
85 years and over	258	43	31	194	54	0	11	22.1	4.2

** Less than 0.1 percent.

NOTE: Data are based on sample and, therefore, subject to sampling variability.

SOURCE: As published in U.S. Department of Commerce, Bureau of the Census, *1990 Census of Population: Education In The United States*, table 1, pp. 7-8, 1994.

Table A1-3. Educational attainment of persons 25 years and over, by race/ethnicity and state: April 1990

State	Percent with high school diploma or higher						Percent with bachelor's degree or higher					
	Total	American Indian/ Alaska Native	Asian/ Pacific Islander[1]	Black[1]	Hispanic[2]	White[1]	Total	American Indian/ Alaska Native	Asian/ Pacific Islander[1]	Black[1]	Hispanic[2]	White[1]
Total	75.2	65.5	77.5	63.1	49.8	77.9	20.3	9.3	36.6	11.4	9.2	21.5
Alabama	66.9	64.9	78.9	54.6	73.8	70.3	15.7	11.6	43.7	9.3	20.1	17.3
Alaska	86.6	63.1	75.4	88.2	80.4	91.1	23.0	4.1	20.5	14.1	14.6	26.8
Arizona	78.7	52.1	80.2	75.1	51.7	82.4	20.3	4.6	37.5	14.3	6.9	22.2
Arkansas	66.3	65.4	66.4	51.5	59.1	68.6	13.3	9.8	24.6	8.4	11.1	14.1
California	76.2	71.4	77.2	75.6	45.0	81.1	23.4	11.1	34.1	14.8	7.1	25.4
Colorado	84.4	73.9	78.3	80.8	58.3	86.1	27.0	12.1	32.1	17.1	8.6	28.3
Connecticut	79.2	68.9	81.9	67.0	53.5	80.9	27.2	12.5	50.8	12.3	12.1	28.5
Delaware	77.5	62.0	86.1	63.2	60.1	80.3	21.4	10.2	55.9	10.6	16.5	23.0
District of Columbia	73.1	66.3	80.2	63.8	52.6	93.1	33.3	17.7	50.9	15.3	24.0	69.0
Florida	74.4	68.2	77.8	56.4	57.2	77.0	18.3	11.5	33.6	9.8	14.2	19.3
Georgia	70.9	71.6	77.5	58.6	66.2	74.9	19.3	12.5	38.6	11.0	20.5	21.8
Hawaii	80.1	84.4	74.7	94.2	73.9	89.3	22.9	17.7	19.4	15.2	10.3	30.2
Idaho	79.7	68.1	80.3	82.8	43.4	80.9	17.7	7.2	27.6	15.8	6.6	18.0
Illinois	76.2	71.4	83.9	65.2	45.0	79.1	21.0	13.4	49.8	11.4	8.0	22.4
Indiana	75.6	65.0	85.8	65.4	62.6	76.5	15.6	8.4	53.1	9.3	10.8	17.6
Iowa	80.1	67.6	76.4	70.1	64.2	80.3	16.9	9.7	47.3	12.8	13.7	16.7
Kansas	81.3	75.4	73.6	71.0	58.1	82.4	21.1	10.8	39.9	11.6	10.1	21.7
Kentucky	64.6	59.8	77.9	61.7	74.0	64.7	13.6	8.0	44.2	7.7	18.9	13.9
Louisiana	68.3	49.1	68.1	53.1	67.6	74.2	16.1	5.5	31.4	9.1	16.6	18.7
Maine	78.8	69.9	74.3	87.6	83.8	78.9	18.8	7.7	44.9	22.3	23.6	18.8
Maryland	78.4	73.4	84.8	70.6	70.3	80.8	26.5	19.7	50.3	16.1	25.2	28.9
Massachusetts	80.0	71.1	74.1	70.0	52.0	81.2	27.2	14.9	44.9	17.0	13.6	27.7
Michigan	76.8	67.8	83.3	64.9	60.9	78.6	17.4	7.6	54.1	10.1	11.6	18.1
Minnesota	82.4	68.2	69.7	76.2	71.1	82.8	21.8	7.7	33.5	17.5	17.2	21.9
Mississippi	64.3	57.4	68.2	47.3	67.7	71.7	14.7	8.1	35.1	8.8	17.1	17.2
Missouri	73.9	65.1	81.5	65.1	71.0	74.9	17.8	11.0	47.3	11.2	18.0	18.3
Montana	81.0	68.1	78.5	80.9	66.4	81.7	19.8	7.9	32.1	18.4	10.9	20.3
Nebraska	81.8	69.0	80.0	73.2	60.0	82.4	18.9	8.8	39.5	12.4	9.4	19.2
Nevada	78.8	69.6	74.1	70.8	53.7	80.9	15.3	8.0	21.9	9.0	7.0	15.9
New Hampshire	82.2	65.9	82.7	86.1	78.2	82.2	24.4	16.0	26.1	25.7	25.5	24.2
New Jersey	76.7	66.9	86.8	67.0	53.9	78.6	24.9	14.8	57.1	13.6	10.8	25.8
New Mexico	75.1	58.2	80.8	74.7	59.6	78.6	20.4	5.8	38.7	14.2	8.7	23.4
New York	76.7	65.2	72.4	64.7	50.4	78.5	23.1	13.4	38.7	12.6	9.3	25.3
North Carolina	70.0	51.5	77.9	58.1	71.0	73.1	17.4	7.9	39.3	9.5	17.9	19.3
North Dakota	76.7	64.3	83.7	95.9	75.2	76.9	18.1	8.3	37.8	17.1	15.9	18.3
Ohio	75.7	65.3	83.5	64.6	63.3	76.9	17.0	8.3	53.2	9.1	14.2	17.6
Oklahoma	74.6	68.1	76.1	70.1	55.9	75.7	17.8	10.8	34.7	12.0	10.5	18.7
Oregon	81.5	71.0	79.4	75.0	53.0	82.3	20.6	8.3	32.3	9.1	10.1	20.8
Pennsylvania	74.7	67.8	77.1	63.5	52.2	75.9	17.9	12.0	45.2	10.0	11.8	18.5
Rhode Island	72.0	64.5	59.6	65.9	46.8	73.0	21.3	8.3	30.6	12.7	8.9	21.8
South Carolina	68.3	62.5	77.4	53.3	71.8	73.6	16.6	10.9	34.4	7.6	19.8	19.8
South Dakota	77.1	62.5	74.3	82.2	71.3	77.8	17.2	6.8	33.1	24.1	13.4	17.6
Tennessee	67.1	63.1	79.3	59.4	71.5	68.2	16.0	10.5	42.6	10.2	21.9	16.7
Texas	72.1	70.9	79.1	66.1	44.6	76.2	20.3	13.9	41.3	12.0	7.3	22.6
Utah	85.1	59.3	80.7	77.0	61.0	86.2	22.3	6.4	29.4	15.9	9.1	22.7
Vermont	80.8	66.8	87.1	82.9	84.7	80.8	24.3	11.1	52.1	30.5	28.2	24.2
Virginia	75.2	70.7	82.1	60.3	70.5	78.3	24.5	14.7	40.2	11.1	22.4	27.0
Washington	83.8	72.3	77.3	81.2	56.7	85.0	22.9	9.1	30.2	15.4	11.0	23.3
West Virginia	66.0	57.9	88.8	64.7	70.3	66.0	12.3	6.5	63.3	10.9	17.6	12.2
Wisconsin	78.6	66.8	71.5	61.3	54.1	79.6	17.7	5.5	40.4	8.3	10.0	18.1
Wyoming	83.0	68.2	77.5	81.2	59.3	83.9	18.8	6.2	28.6	9.5	4.8	19.3

[1] Includes persons of Hispanic origin.

[2] Persons of Hispanic origin may be of any race.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Decennial Census, Minority Economic Profiles, unpublished data. As published in U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics: 1995*, table 12, p. 21, 1995.

Table A1-4. Tribal population and percent distribution of highest level of educational attainment for persons 18 to 24 years, by tribe: 1990

Tribe	Total U.S. tribal population	Total tribal population: 18 to 24 years	Distribution by highest level of educational attainment		
			High school graduate*	Some college or associate's degree	Bachelor's degree or higher
				(Percent)	
American Indian	1,937,391	234,611	33.6	27.6	0.0
Abenaki	1,549	198	14.6	27.3	4.5
Alaska Native	1,313	134	50.0	43.3	**
Alaskan Athabaskans	14,198	1,765	40.6	29.5	1.4
Algonquion	1,700	191	27.7	26.7	5.2
Apache	53,330	6,790	33.4	25.9	1.2
Arapaho	6,918	936	37.9	24.4	0.4
Arikara	1,671	272	23.5	29.0	2.9
Assiniboine	5,521	568	42.6	29.6	1.2
Bannock	187	30	63.3	**	**
Blackfoot	37,992	4,369	34.4	27.5	1.7
Brotherton	466	47	36.2	21.3	27.7
Caddo	2,984	417	36.2	27.1	2.9
Cahuilla	1,294	133	22.6	12.8	**
California tribes	1,331	128	65.6	5.5	**
Canadian and Latin American	27,179	3,598	29.8	25.2	1.2
Catawba	964	122	30.3	49.2	**
Cayuse	161	10	50.0	**	**
Chehalis	314	49	46.9	6.1	**
Chemakuan	738	74	54.1	**	**
Chemehuevi	640	73	35.6	27.4	**
Cherokee	369,035	41,411	33.2	30.1	2.3
Cherokee Shawnee	944	88	72.7	8.0	15.9
Cheyenne	11,809	1,552	38.1	25.3	**
Cheyenne-Arapaho	2,629	329	37.7	19.1	**
Chickahominy	901	87	33.3	47.1	10.3
Chickasaw	21,522	2,347	31.3	37.4	2.9
Chinook	878	80	27.5	22.5	8.8
Chippewa	105,988	13,030	34.5	28.0	1.5
Chitimacha	625	70	58.6	20.0	**
Choctaw	86,231	9,357	32.5	32.4	3.4
Chumash	3,208	364	33.8	19.5	3.6
Coeur d'Alene	1,057	118	34.7	39.0	**
Coharie	1,199	120	32.5	35.8	10.8
Colorado River	1,645	216	29.6	27.3	1.9
Colville	7,057	808	38.0	23.5	1.6
Comanche	11,437	1,347	38.2	31.9	1.2
Coos	201	16	56.3	43.8	**
Coquilles	520	55	32.7	7.3	36.4
Costanoan	858	91	36.3	48.4	**
Coushatta	1,213	118	33.1	30.5	1.7
Cowlitz	804	98	39.8	35.7	**
Cree	8,467	1,247	30.5	27.4	1.0
Creek	45,872	5,082	37.5	35.1	1.8
Croatan	177	13	**	100.0	**
Crow	9,394	1,083	32.2	27.0	2.2
Cupeno	373	50	10.0	34.0	6.0
Delaware	9,800	836	37.4	29.3	5.3
Diegueno	2,249	248	33.9	20.6	**
Eastern tribes	3,853	461	26.0	29.5	2.8
Fort Berthold	1,643	219	40.2	22.4	4.1
Fort Hall	3,450	396	33.1	23.7	3.8
Gabrieleno	581	58	51.7	12.1	10.3
Gila River	1,484	168	28.0	8.9	**
Grand Ronde	1,253	105	31.4	44.8	**
Gros Ventres	2,875	290	25.9	41.0	2.8
Haida	1,936	297	32.3	32.7	1.0
Haliwa	2,946	392	41.3	22.2	3.6

Table A1-4. Tribal population and percent distribution of highest level of educational attainment for persons 18 to 24 years, by tribe: 1990 (continued)

Tribe	Total U.S. tribal population	Total tribal population: 18 to 24 years	Distribution by highest level of educational attainment		
			High school graduate*	Some college or associate's degree	Bachelor's degree or higher
			(Percent)		
Hidatsa	1,539	148	45.3	43.2	**
Hoopa	2,390	288	36.1	34.7	3.7
Houma	7,609	960	31.0	14.4	1.5
Iowa	1,555	177	54.2	31.6	**
Iroquois	52,557	6,468	35.0	32.4	3.4
Juaneno	1,605	117	45.3	11.1	3.4
Kalispel	175	34	61.8	**	**
Karok	3,077	419	27.2	36.5	2.6
Kaw	1,166	58	41.4	44.8	**
Kickapoo	3,576	476	23.3	22.1	7.1
Kiowa	9,460	1,180	40.2	22.8	1.0
Klallam	1,522	202	34.7	19.3	**
Klamath	3,113	412	38.6	21.4	2.4
Konkow	380	27	51.9	**	**
Kootenai	745	88	18.2	26.1	**
Long Island	488	102	54.9	22.5	**
Luiseno	2,798	376	35.1	30.3	4.5
Lumbee	50,888	6,369	32.2	25.2	3.6
Lummi	3,125	400	31.3	21.8	**
Maidu	2,334	257	35.4	20.2	**
Makah	1,661	249	33.7	32.5	2.0
Maliseet	891	138	47.1	29.0	**
Mandan	1,273	135	16.3	51.1	1.5
Mattaponi	440	68	38.2	54.4	**
Menominee	8,064	1,128	34.7	24.6	1.1
Miami	4,580	577	42.3	35.5	2.4
Miccosukee	261	26	11.5	11.5	34.6
Micmac	2,726	433	43.0	27.0	7.2
Mission Indians	2,056	148	43.9	29.7	6.1
Miwok	3,438	491	30.8	32.6	2.4
Modoc	521	110	21.8	45.5	7.3
Mohegan	996	80	53.8	38.8	**
Mono	1,697	288	37.5	29.5	**
Nanticoke	1,529	157	14.6	51.0	3.8
Narragansett	2,564	400	35.0	32.3	5.3
Navajo	225,298	29,501	33.5	25.4	0.9
Nez Perce	4,003	518	34.2	28.2	3.1
Nomalaki	314	26	34.6	15.4	**
Northwest tribes	699	47	61.7	38.3	**
Omaha	4,363	549	34.2	15.7	**
Oregon Athabaskan	341	65	18.5	41.5	**
Osage	10,430	953	24.8	46.6	4.3
Otoe-Missouria	1,762	211	45.5	38.9	**
Ottawa	7,885	941	34.1	32.9	0.9
Paiute	11,369	1,419	33.4	21.1	1.9
Pamunkey	400	36	61.1	**	8.3
Passamaquoddy	2,466	368	45.7	22.6	3.0
Pawnee	3,387	364	26.6	57.7	**
Penobscot	2,407	251	31.9	29.9	4.0
Peoria	1,274	113	15.9	54.0	**
Pequot	679	99	70.7	11.1	**
Pima	15,074	1,940	27.6	19.5	0.7
Piscataway	824	158	75.3	13.9	**
Pit River	1,753	194	33.5	19.6	8.8
Pomo	4,898	601	27.3	30.8	0.7
Ponca	2,788	301	43.2	24.6	1.7
Potawatomi	16,719	1,802	26.7	33.1	3.6
Powhatan	795	46	21.7	50.0	8.7

Table A1-4. Tribal population and percent distribution of highest level of educational attainment for persons 18 to 24 years, by tribe: 1990 (continued)

Tribe	Total U.S. tribal population	Total tribal population: 18 to 24 years	Distribution by highest level of educational attainment		
			High school graduate*	Some college or associate's degree	Bachelor's degree or higher
			(Percent)		
Pueblo	55,330	6,950	42.6	26.9	1.7
Puget Sound Salish	10,384	1,045	34.1	22.0	0.4
Quapaw	1,438	216	33.3	47.7	**
Quinault	2,513	289	41.9	20.4	**
Rappahannock	343	44	29.5	40.9	**
Sac and Fox	4,774	489	32.1	21.9	3.1
Salinan	279	24	**	62.5	0.4
Salish	4,830	450	33.1	31.6	0.2
Salish and Kootenai	2,293	203	42.4	13.8	**
Schaghticoke	182	25	92.0	**	**
Seminole	15,564	2,036	32.5	31.5	2.2
Serrano	295	39	46.2	38.5	**
Shasta	703	59	55.9	42.0	**
Shawnee	6,640	838	28.2	42.0	6.4
Shinnecock	1,670	131	29.0	47.3	8.4
Shoshone	9,506	1,218	33.3	28.6	2.1
Shoshone Paiute	2,320	299	39.5	36.8	**
Siletz	1,726	141	17.0	41.8	**
Sioux	107,321	13,431	33.3	24.9	1.9
Siuslaw	48	NA	NA	NA	NA
Spokane	2,042	180	37.2	29.4	1.1
Stockbridge	2,219	258	26.7	32.2	1.9
Tingit	14,417	1,655	33.9	27.9	1.8
Tohono O'Odham	16,876	2,044	26.7	19.2	0.3
Tolowa	451	71	29.6	29.6	**
Tonkawa	321	12	16.7	41.7	**
Tsimshian	2,157	209	54.1	16.7	**
Umatilla	1,285	156	25.6	30.1	**
Umpqua	671	92	30.4	35.9	**
Ute	7,658	1,046	34.4	19.7	1.4
Wailaki	1,254	130	60.8	14.6	**
Walla-Walla	227	23	**	47.8	**
Wampanoag	2,334	279	34.1	52.3	0.7
Warm Springs	2,685	333	36.9	20.4	1.2
Washo	1,489	160	52.3	15.0	**
Wichita	1,241	87	57.5	9.2	**
Winnebago	6,591	815	35.5	27.7	2.9
Wintu	2,319	273	21.6	9.2	2.2
Wiyot	479	63	60.3	25.4	**
Yakima	7,577	838	27.1	27.6	2.3
Yaqui	9,838	1,109	24.9	16.4	2.9
Yavapai Apache	644	71	15.5	16.9	**
Yokuts	2,967	471	22.1	27.8	**
Yuchi	380	29	58.6	41.4	**
Yuman	7,319	874	26.3	19.0	1.1
Yurok	4,444	460	43.9	20.2	1.7
Other specified tribes	1,201	NA	NA	NA	NA
Tribe not specified	23,208	2,570	26.5	28.7	3.7
Tribe not reported	195,447	26,240	31.8	24.7	2.5

*Includes high school graduates and GED recipients.

** Less than 0.1 percent.

NA: Not available.

NOTE: Data were included only for selected tribes reporting at least 100 members. Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Commerce, Bureau of the Census, 1990 decennial census. As published in Bureau of the Census, *1990 Census of Population: Characteristics of American Indians by Tribe and Language*, tables 1 and 4, pp. 1-36 and 95-150, 1994.

Table A1-5. Female tribal population and percent distribution of highest level of educational attainment for females 25 years and over, by tribe: 1990

Tribe	Total female tribal populatio	Distribution by highest level of educational attainment										
		Less than 5th grade	5th to 8th grade	9th to 12th grade, no diploma	High school graduate*	Some college	Associate's degree		Bachelor's degree	Master's degree	Professional degree	Doctor's degree
							Occupa-tional	Academic				
							(Percent)					
American Indian	543,444	4.5	9.0	21.1	29.0	21.2	3.8	2.8	5.8	2.1	0.6	0.2
Abenaki	409	0.7	11.2	21.0	35.5	24.7	2.9	0.2	3.2	0.5	**	**
Alaska Native	330	1.5	9.7	14.8	28.5	18.8	2.4	5.8	18.5	**	**	**
Alaskan Athabaskans	3,779	9.0	9.7	16.3	33.7	22.8	2.0	2.1	3.8	0.1	0.4	0.1
Algonquion	643	1.2	7.2	22.7	18.0	26.3	3.6	4.8	12.3	2.2	1.7	**
Apache	13,722	2.6	9.4	24.8	29.7	20.3	4.2	3.5	3.8	1.1	0.4	0.1
Arapaho	1,703	**	6.4	23.4	31.5	24.0	4.8	3.1	3.3	3.1	**	0.5
Arikara	383	2.3	3.7	27.2	19.8	29.0	2.9	0.5	5.5	8.6	**	0.5
Assiniboine	1,586	0.1	8.0	15.3	27.6	30.2	7.3	3.5	5.7	2.1	0.3	**
Bannock	42	**	**	9.5	**	28.6	26.2	**	35.7	**	**	**
Blackfoot	11,491	1.8	5.2	21.1	26.5	27.5	5.4	3.7	6.0	1.8	0.8	0.2
Brotherton	153	1.3	13.1	8.5	40.5	24.8	3.3	1.3	2.0	5.2	**	**
Caddo	776	**	3.5	16.8	31.1	30.3	6.1	0.9	7.3	2.4	**	1.7
Cahuilla	294	1.0	3.1	28.9	35.0	24.1	1.4	3.7	0.7	2.0	**	**
California tribes	391	1.5	2.3	22.3	33.2	28.6	1.3	2.6	6.6	**	1.5	**
Canadian and Latin American	7,064	8.8	11.6	19.4	24.8	19.9	3.3	2.3	5.3	2.9	1.1	0.7
Catawba	278	0.7	22.7	10.8	45.0	12.9	5.4	2.5	**	**	**	**
Cayuse	63	**	6.3	52.4	**	19.0	11.1	**	**	11.1	**	**
Chehalis	65	**	12.3	21.5	43.1	**	**	**	23.1	**	**	**
Chemakuan	155	**	5.8	36.1	21.9	33.5	**	1.3	1.3	**	**	**
Chemehuevi	168	**	1.8	32.7	29.2	32.1	**	3.0	1.2	**	**	**
Cherokee	120,496	2.4	9.0	20.7	28.9	22.3	38.6	2.8	6.3	2.6	0.7	0.3
Cherokee Shawnee	292	**	14.7	20.9	31.5	20.9	5.8	0.7	5.5	**	**	**
Cheyenne	2,626	1.2	9.4	24.9	27.5	23.5	2.7	4.8	4.3	1.2	0.4	**
Cheyenne-Arapaho	507	2.4	1.8	19.3	31.8	26.0	5.3	3.6	8.5	0.6	0.8	**
Chickahominy	378	1.6	6.6	29.5	32.4	14.9	**	4.8	10.1	**	**	**
Chickasaw	6,870	1.7	6.1	17.8	30.3	25.4	3.1	2.7	8.8	3.4	0.8	0.1
Chinook	271	**	7.7	12.9	39.1	32.1	1.5	2.6	3.3	0.7	**	**
Chippewa	28,918	1.4	7.3	20.7	31.5	22.7	5.1	3.3	6.2	1.3	0.4	0.1
Chitimacha	135	8.9	16.3	19.3	37.0	14.8	**	**	3.7	**	**	**
Choctaw	26,468	3.4	8.3	19.0	29.3	22.3	3.2	2.8	7.6	3.1	0.8	0.3
Chumash	1,001	1.4	11.3	22.8	25.5	23.9	4.3	3.3	6.4	1.2	**	**
Coeur d'Alene	263	1.9	11.8	22.4	17.1	27.0	6.1	5.7	0.8	7.2	**	**
Coharie	443	3.2	5.0	30.2	32.5	9.0	5.9	**	9.0	5.2	**	**
Colorado River	430	3.5	9.8	15.3	34.4	31.9	3.7	**	1.4	**	**	**
Colville	1,966	1.9	9.3	17.0	30.3	25.5	4.4	2.6	6.5	1.5	0.8	0.2
Comanche	3,001	1.1	5.2	21.4	32.7	20.9	3.1	2.2	6.6	5.4	0.8	0.5
Coos	94	**	**	7.4	58.5	27.7	**	**	6.4	**	**	**
Coquilles	119	**	**	27.7	21.8	23.5	**	3.4	23.5	**	**	**
Costanoan	305	2.3	17.0	23.3	18.4	16.7	8.9	**	13.4	**	**	**
Coushatta	300	3.0	8.0	20.3	40.3	17.3	2.3	3.7	5.0	**	**	**
Cowlitz	285	**	10.5	5.3	49.8	26.3	3.2	**	4.9	**	**	**
Cree	2,233	2.0	8.0	19.1	22.6	28.3	4.3	3.4	9.0	2.6	0.4	0.2
Creek	13,309	1.7	6.7	17.9	31.8	22.8	3.8	3.7	7.7	3.2	0.5	0.2
Croatan	61	14.8	**	13.1	19.7	52.5	**	**	**	**	**	**

Table A1-5. Female tribal population and percent distribution of highest level of educational attainment for females 25 years and over, by tribe: 1990 (continued)

Tribe	Total female tribal populatio	Distribution by highest level of educational attainment										
		Less than 5th grade	5th to 8th grade	9th to 12th grade, no diploma	High school graduate[1]	Some college	Associate's degree		Bachelor's degree	Master's degree	Professional degree	Doctor's degree
							Occupational	Academic				
							(Percent)					
Crow	2,208	1.1	7.1	21.6	21.9	28.2	4.8	2.5	10.8	4.3	0.7	**
Cupeno	84	**	3.6	23.8	32.1	40.5	**	**	**	**	**	**
Delaware	3,283	0.8	5.6	15.9	35.0	20.6	2.6	2.5	11.8	4.1	0.4	0.7
Dieguero	661	2.1	8.3	34.6	26.6	22.1	2.4	2.0	1.5	0.3	**	**
Eastern tribes	1,345	6.1	11.2	21.8	28.6	19.7	3.4	0.5	6.9	0.7	0.4	0.6
Fort Berthold	402	1.0	7.5	16.4	30.6	23.4	3.5	2.2	13.7	1.7	**	**
Fort Hall	813	1.0	6.9	20.4	37.5	21.0	9.1	2.2	1.8	**	**	**
Gabrieleno	243	**	2.5	28.0	21.0	28.0	3.7	5.3	3.7	7.8	**	**
Gila River	321	**	15.9	38.0	18.7	23.1	**	2.2	2.2	**	**	**
Grand Ronde	313	**	3.8	27.5	27.2	27.2	2.9	1.9	7.3	2.2	**	**
Gros Ventres	776	0.4	7.3	16.5	33.4	22.4	6.6	5.5	5.5	2.3	**	**
Haida	398	**	9.3	16.8	26.6	32.4	5.3	1.8	3.0	4.5	0.3	**
Haliwa	829	5.5	21.1	31.0	19.7	16.8	3.0	0.8	**	2.1	**	**
Hidasta	404	**	4.5	9.4	16.6	35.4	9.4	8.4	13.4	3.0	**	**
Hoopa	565	1.1	4.1	24.1	30.6	26.4	3.9	2.8	2.7	3.4	1.1	**
Houma	1,895	16.7	30.6	20.0	23.5	6.8	1.4	**	0.9	**	**	**
Iowa	420	**	6.0	19.0	31.7	19.8	4.8	5.2	9.5	2.1	1.9	**
Iroquois	16,220	1.2	8.0	18.3	30.1	22.8	4.7	3.4	6.7	3.1	1.1	0.5
Juaneno	470	3.4	1.1	34.0	28.7	16.4	9.6	3.6	2.6	**	**	0.6
Kalispel	45	4.4	11.1	11.1	22.2	51.1	**	**	**	**	**	**
Karok	861	0.9	10.0	21.3	33.2	22.5	3.1	3.1	2.3	2.2	1.3	**
Kaw	381	**	5.0	20.2	26.8	25.2	3.7	1.3	11.3	6.6	**	**
Kickapoo	1,005	15.1	3.1	17.7	28.0	23.6	2.2	2.5	6.6	0.7	0.2	0.4
Kiowa	2,345	0.9	3.3	19.7	29.5	26.7	2.6	3.9	9.7	3.6	**	**
Klallam	483	0.8	6.4	31.7	35.8	20.1	0.6	**	3.1	1.4	**	**
Klamath	853	2.1	7.5	22.6	39.4	14.7	4.6	1.4	6.3	1.4	**	**
Konkow	116	11.2	11.2	32.8	31.0	13.8	**	**	**	**	**	**
Kootenai	199	**	6.0	13.1	30.7	31.2	7.0	**	12.1	**	**	**
Long Island	128	**	**	25.0	17.2	10.9	7.8	2.3	21.9	7.8	7.0	**
Luiseno	778	1.4	5.9	23.0	27.0	19.8	3.1	9.3	6.8	2.1	**	1.7
Lumbee	14,521	5.5	14.7	25.5	27.7	12.3	2.4	1.4	7.9	2.1	0.3	0.2
Lummi	670	0.7	14.2	25.1	27.5	21.5	3.9	4.3	1.8	1.0	**	**
Maidu	615	**	4.9	26.5	31.1	27.3	3.9	2.8	2.3	1.0	0.3	**
Makah	423	0.5	12.8	23.6	27.2	21.3	3.1	1.9	5.4	2.8	**	1.4
Maliseet	303	0.7	18.5	12.2	39.9	5.6	**	4.3	14.9	1.7	2.3	**
Mandan	372	**	5.9	15.3	25.0	27.4	1.1	9.1	6.2	8.9	1.1	**
Mattaponi	96	**	19.8	21.9	20.8	18.8	11.5	**	7.3	**	**	**
Menominee	2,156	1.6	6.9	23.1	36.7	21.3	3.1	2.5	4.4	0.1	0.1	0.2
Miami	1,441	0.3	3.5	12.1	39.0	20.5	6.2	4.9	8.0	3.5	2.2	**
Miccosukee	77	18.2	26.0	16.9	14.3	24.7	**	**	**	**	**	**
Micmac	775	0.9	11.4	18.1	26.7	23.7	4.0	4.6	8.8	1.3	0.3	0.3
Mission Indians	792	1.9	10.5	16.0	33.2	22.9	3.0	3.9	7.2	**	1.4	**
Miwok	937	0.7	10.4	33.2	26.1	19.0	3.5	1.4	4.7	0.2	0.7	**
Modoc	116	**	**	10.3	40.5	25.9	9.5	**	13.8	**	**	**

Table A1-5. Female tribal population and percent distribution of highest level of educational attainment for females 25 years and over, by tribe: 1990 (continued)

Tribe	Total female tribal populatio	Distribution by highest level of educational attainment: Less than 5th grade	5th to 8th grade	9th to 12th grade, no diploma	High school graduate*	Some college	Associate's degree: Occupa-tional	Associate's degree: Academic	Bachelor's degree	Master's degree	Professional degree	Doctor's degree
		(Percent)										
Mohegan	338	**	5.9	21.3	30.2	21.3	**	1.5	14.8	**	2.7	2.4
Mono	454	2.6	6.6	29.5	29.5	26.9	1.5	3.3	**	**	**	**
Nanticoke	487	1.0	12.7	19.1	32.6	16.8	3.3	1.6	10.7	2.1	**	**
Narragansett	810	2.1	6.9	19.3	34.9	19.8	4.3	3.7	7.8	0.5	**	0.7
Navajo	54,331	18.7	10.4	20.7	24.3	15.9	3.0	2.3	3.1	1.4	0.1	0.1
Nez Perce	1,176	1.4	7.7	12.6	22.7	33.5	7.2	3.6	8.8	2.3	0.2	**
Nomalaki	86	**	11.6	51.2	4.7	11.6	8.1	**	12.8	**	**	**
Northwest tribes	269	**	5.2	46.1	18.2	17.8	**	7.4	5.2	**	**	**
Omaha	1,046	1.8	11.6	23.7	30.5	20.3	3.8	5.4	0.7	0.8	1.4	**
Oregon Athabaskan	78	**	2.6	9.0	61.5	26.9	**	**	**	**	**	**
Osage	3,060	0.3	1.5	13.4	27.2	29.7	2.6	4.9	14.0	5.6	0.4	0.4
Otoe-Missouria	486	**	3.5	23.3	31.3	24.5	1.9	5.8	8.6	1.2	**	**
Ottawa	2,111	0.2	8.8	22.5	27.6	24.5	4.6	3.5	6.4	1.3	0.5	0.1
Paiute	3,110	2.0	7.2	23.8	32.7	21.3	4.7	2.1	5.[illegible]	1.0	0.2	**
Pamunkey	190	2.6	2.6	7.9	23.7	22.1	7.4	3.7	13.[illegible]	13.2	3.7	**
Passamaquoddy	640	0.3	11.7	12.2	36.1	17.8	10.3	6.7	2.3	2.5	**	**
Pawnee	1,139	0.6	2.5	14.0	20.1	34.4	7.4	4.3	12.6	2.8	1.2	**
Penobscot	904	1.7	5.5	12.9	32.2	20.8	6.5	4.0	11.3	5.1	**	**
Peoria	379	**	5.0	16.9	39.6	22.7	1.8	3.2	10.3	0.5	**	**
Pequot	250	**	8.0	21.6	37.2	15.2	6.8	3.2	2.4	3.2	2.4	**
Pima	3,725	2.1	14.7	34.1	29.8	14.2	0.9	0.7	2.4	0.9	0.2	**
Piscataway	235	3.0	1.3	19.1	31.5	20.0	5.5	4.7	10.6	4.3	**	**
Pit River	490	2.0	5.9	30.2	26.3	30.2	4.3	0.4	0.6	**	**	**
Pomo	1,353	3.6	8.6	31.8	25.7	24.0	1.8	2.2	2.2	**	**	**
Ponca	787	1.5	3.9	31.6	36.6	15.0	8.1	1.1	0.9	1.1	**	**
Potawatomi	5,031	0.6	5.0	15.0	36.1	23.5	4.3	2.4	8.7	3.5	0.9	**
Powhatan	225	3.6	5.8	17.3	28.4	21.3	8.4	1.8	5.8	5.3	2.2	**
Pueblo	14,992	2.5	7.6	19.3	35.4	20.4	4.8	3.2	5.0	1.4	0.4	0.1
Puget Sound Salish	2,826	1.1	8.7	16.6	33.1	28.7	2.5	1.8	5.4	2.0	**	0.1
Quapaw	376	0.8	3.2	17.0	39.1	21.0	1.9	5.9	8.8	2.4	**	**
Quinault	696	0.4	7.6	28.4	21.0	29.7	4.2	1.6	4.6	2.4	**	**
Rappahannock	138	10.1	15.2	27.5	26.8	8.0	5.1	5.1	2.2	**	**	**
Sac and Fox	1,480	1.6	7.6	17.8	37.8	24.7	2.0	2.2	4.2	0.5	0.4	1.1
Salinan	84	**	**	59.5	16.7	14.3	**	9.5	**	**	**	**
Salish	1,508	2.7	5.8	18.0	29.5	25.3	7.5	2.5	6.5	1.3	0.9	**
Salish and Kootenai	672	3.1	7.1	12.8	35.0	27.4	3.1	2.7	7.4	1.3	**	**
Schaghticoke	64	**	10.9	15.6	35.9	23.4	**	**	14.1	**	**	**
Seminole	4,233	4.8	6.5	18.0	29.6	24.0	4.7	3.0	7.0	2.1	0.2	0.1
Serrano	56	**	5.4	37.5	35.7	17.9	**	3.6	**	**	**	**
Shasta	230	**	7.8	8.7	30.0	46.1	2.2	**	1.3	1.3	2.6	**
Shawnee	2,037	1.0	6.4	19.9	27.6	22.6	6.3	3.3	6.0	4.4	0.9	1.4
Shinnecock	673	**	3.9	17.7	37.1	17.1	5.2	3.6	9.7	3.4	1.5	0.9
Shoshone	2,773	2.6	7.2	22.4	26.3	25.5	4.8	2.3	6.8	1.6	0.6	**

Table A1-5. Female tribal population and percent distribution of highest level of educational attainment for females 25 years and over, by tribe: 1990 (continued)

Tribe	Total female tribal populatio	Distribution by highest level of educational attainment										
		Less than 5th grade	5th to 8th grade	9th to 12th grade, no diploma	High school graduate*	Some college	Associate's degree		Bachelor's degree	Master's degree	Professional degree	Doctor's degree
							Occupa-tional	Academic				
							(Percent)					
Shoshone Paiute	641	0.6	4.8	14.7	33.4	26.5	7.8	6.2	4.8	0.6	0.5	**
Siletz	424	**	4.2	21.5	38.2	28.1	6.1	0.5	1.4	**	**	**
Sioux	26,500	0.0	1.2	21.1	29.0	23.6	4.4	3.5	6.0	1.9	0.7	0.2
Siuslaw	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Spokane	563	4.6	5.5	20.4	27.7	24.5	5.3	0.4	5.5	3.0	0.4	2.7
Stockbridge	751	1.2	9.2	14.5	33.4	25.4	4.8	3.6	4.9	2.8	0.1	**
Tingit	3,963	2.8	7.3	17.3	31.8	26.9	3.5	3.4	5.3	1.2	0.3	0.1
Tohono O'Odham	4,518	9.4	15.4	22.7	35.5	12.6	1.6	1.4	1.0	0.6	**	**
Tolowa	117	**	3.4	15.4	24.8	23.9	**	**	32.5	**	**	**
Tonkawa	62	**	19.4	19.4	40.3	12.9	3.2	3.2	1.6	**	**	**
Tsimshian	667	0.9	3.1	16.2	44.4	27.1	2.4	0.3	5.5	**	**	**
Umatilla	376	**	5.1	15.2	36.2	33.2	5.1	2.9	0.8	**	0.8	0.8
Umpqua	177	**	2.3	29.4	29.9	23.7	7.3	**	4.5	2.8	**	**
Ute	1,798	2.3	6.3	27.7	31.3	21.5	4.6	0.8	4.4	0.7	0.3	**
Wailaki	420	**	5.2	20.2	22.1	23.6	5.0	10.5	12.1	**	1.2	**
Walla-Walla	72	**	6.9	15.3	54.2	11.1	**	**	4.2	8.3	**	**
Wampanoag	799	1.5	9.1	16.0	33.0	20.9	1.0	1.5	10.3	6.0	**	0.6
Warm Springs	556	4.0	9.0	27.5	27.3	27.5	1.4	1.6	1.6	**	**	**
Washo	468	1.1	8.3	24.4	30.6	23.5	1.5	3.2	5.8	1.7	**	**
Wichita	304	**	4.6	23.0	30.6	29.9	**	**	6.3	3.3	2.3	**
Winnebago	1,717	1.3	5.6	15.0	32.0	26.2	5.6	4.4	5.9	2.3	0.6	0.9
Wintu	781	1.0	3.2	27.4	33.4	21.3	5.2	4.4	3.3	0.8	**	**
Wiyot	195	**	3.1	29.7	27.7	27.7	4.1	7.7	**	**	**	**
Yakima	1,990	1.0	9.1	23.2	28.7	24.3	4.1	2.1	6.1	1.4	**	**
Yaqui	2,237	8.7	23.5	23.1	21.2	15.2	1.7	3.4	2.8	0.4	**	**
Yavapai Apache	169	1.8	6.5	28.4	17.2	32.0	2.4	9.5	2.4	**	**	**
Yokuts	697	1.3	9.6	27.5	26.3	25.4	1.9	2.4	4.9	0.7	**	**
Yuchi	119	**	10.9	3.4	18.5	36.1	8.4	15.1	7.6	**	**	**
Yuman	2,039	4.2	9.3	26.7	31.2	22.1	2.4	0.5	2.6	0.4	0.5	**
Yurok	1,293	0.2	5.9	23.0	31.5	23.7	4.3	2.2	7.9	1.5	**	**
Other specified tribes	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Tribe not specified	6,215	7.0	10.6	22.1	26.4	19.2	1.9	3.9	5.1	2.5	1.2	0.1
Tribe not reported	50,066	6.0	12.0	24.6	27.6	17.1	3.2	2.1	4.9	1.6	0.7	0.3

*Includes high school graduates and GED recipients

** Less than 0.1 percent

NA Not available

NOTE: Data were included only for selected tribes reporting at least 100 members. The data presented in this table are based on the totals prepared by the U.S. Bureau of the Census. Details do not add to the overall total presented for all tribes. Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Commerce, Bureau of the Census, 1990 decennial census. As published in Bureau of the Census, *1990 Census of Population: Characteristics of American Indians by Tribe and Language*, table 4, pp 95-150, 1994.

Table A1-6. Male tribal population and percent distribution of highest level of educational attainment for males 25 years and over, by tribe: 1990

Tribe	Total male tribal	Distribution by highest level of educational attainment										
		Less than 5th grade	5th to 8th grade	9th to 12th grade, no diploma	High school graduate*	Some college	Associate's degree		Bachelor's degree	Master's degree	Professional degree	Doctor's degree
							Occupational	Academic				
		(Percent)										
American Indian	497,511	4.5	9.4	20.3	28.9	20.6	3.8	2.5	6.4	2.5	0.8	0.5
Abenaki	529	0.2	16.6	13.4	32.3	18.3	3.2	2.1	7.0	4.9	1.9	**
Alaska Native	365	2.7	7.7	26.3	27.9	14.8	5.2	2.7	5.2	7.4	**	**
Alaskan Athabaskans	3,269	9.9	10.0	14.8	42.1	14.6	1.7	1.0	4.3	0.8	0.1	0.6
Algonquion	558	**	2.5	13.1	24.2	25.6	7.3	2.9	11.3	9.7	1.1	2.3
Apache	13,995	2.8	8.3	24.5	27.3	22.4	3.7	2.5	6.0	1.5	0.5	0.5
Arapaho	1,637	1.5	6.5	24.5	32.7	13.3	7.0	3.8	5.1	1.3	**	0.9
Arikara	341	0.6	7.3	22.9	20.2	29.3	5.6	3.5	4.1	5.9	**	0.6
Assiniboine	1,329	1.1	7.4	19.0	29.5	21.0	4.7	4.1	7.6	4.1	1.3	0.2
Bannock	39	**	**	38.5	15.4	25.6	**	**	20.5	**	**	**
Blackfoot	10,854	1.3	7.4	20.4	28.3	25.6	4.0	2.9	5.6	3.5	0.4	0.7
Brotherton	161	**	3.7	19.9	43.5	13.7	6.2	**	6.2	6.8	**	**
Caddo	718	0.6	3.6	22.4	30.4	21.0	5.6	4.0	8.2	2.2	1.0	1.0
Cahuilla	283	1.4	3.9	20.1	35.7	29.3	3.5	2.8	2.5	**	0.7	**
California tribes	415	**	5.5	27.0	29.4	23.9	6.3	**	8.0	**	**	**
Canadian and Latin American	7,093	9.3	13.6	19.3	20.9	19.1	3.6	3.3	4.6	2.9	2.2	1.2
Catawba	233	4.7	6.9	16.3	30.0	15.5	8.6	**	6.9	11.2	**	**
Cayuse	47	**	**	10.6	40.4	21.3	6.4	**	21.3	**	**	**
Chehalis	70	4.3	17.1	14.3	17.1	7.1	**	**	28.6	**	**	11.4
Chemakuan	187	1.1	3.7	38.5	28.3	26.7	1.6	**	**	**	**	**
Chemehuevi	124	**	**	53.2	24.2	15.3	7.3	**	**	**	**	**
Cherokee	108,735	2.9	9.2	19.3	27.2	22.5	3.6	2.9	7.6	3.1	0.9	0.8
Cherokee Shawnee	239	5.4	9.6	17.6	22.6	18.0	**	5.4	15.9	5.4	**	**
Cheyenne	2,854	1.9	6.3	17.7	27.9	32.8	3.0	2.5	5.1	2.3	0.2	0.3
Cheyenne-Arapaho	429	**	0.2	25.6	33.6	28.2	10.3	**	2.1	**	**	**
Chickahominy	287	5.2	8.7	25.4	26.1	19.9	1.4	**	13.2	**	**	**
Chickasaw	5,761	2.6	5.2	18.2	24.1	27.0	5.1	1.4	10.5	3.6	2.0	0.3
Chinook	290	**	6.9	17.9	41.0	20.7	**	**	10.0	2.4	1.0	**
Chippewa	25,886	1.8	9.2	20.4	32.2	20.9	4.8	2.2	5.9	1.8	0.5	0.2
Chitimacha	164	7.9	10.4	6.7	57.9	5.5	3.7	**	7.9	**	**	**
Choctaw	22,660	3.8	7.7	16.9	27.7	22.1	3.7	2.8	9.4	3.7	1.5	0.7
Chumash	860	2.1	4.4	29.5	29.1	30.2	**	2.2	2.4	**	**	**
Coeur d'Alene	202	2.0	6.4	27.7	28.2	24.3	4.0	**	4.5	3.0	**	**
Coharie	302	5.6	10.6	22.5	38.1	10.9	9.6	0.7	**	2.0	**	**
Colorado River	264	4.5	7.6	23.9	31.4	22.7	3.0	3.8	3.0	**	**	**
Colville	1,582	0.9	7.8	15.5	38.1	19.5	6.4	2.5	7.9	1.1	0.2	**
Comanche	3,559	2.5	4.3	17.4	25.5	27.2	4.5	3.7	9.7	3.7	1.1	0.4
Coos	31	**	**	**	22.6	35.5	19.4	22.6	**	**	**	**
Coquilles	105	**	9.5	23.8	18.1	12.4	1.9	**	19.0	15.2	**	**
Costanoan	240	3.8	4.2	25.8	21.7	29.2	**	**	9.2	3.3	2.9	**
Coushatta	333	4.5	13.8	21.3	24.0	16.2	0.3	7.5	9.0	3.3	**	**
Cowlitz	263	**	10.6	11.4	34.6	20.2	2.3	3.4	12.2	2.3	**	3.0
Cree	2,101	2.2	9.4	17.5	28.4	24.3	3.6	3.7	6.7	2.5	1.0	0.7
Creek	11,873	3.0	5.6	18.9	29.0	22.6	4.0	3.0	9.1	3.6	0.8	0.3
Croatan	70	12.9	11.4	14.3	28.6	**	5.7	**	27.1	**	**	**

Table A1-6. Male tribal population and percent distribution of highest level of educational attainment for males 25 years and over, by tribe: 1990 (continued)

Tribe	Total male tribal	Distribution by highest level of educational attainment										
		Less than 5th grade	5th to 8th grade	9th to 12th grade, no diploma	High school graduate*	Some college	Associate's degree		Bachelor's degree	Master's degree	Professional degree	Doctor's degree
							Occupational	Academic				
							(Percent)					
Crow	2,327	1.5	8.1	20.2	25.3	31.2	3.0	1.6	4.3	2.8	0.9	1.1
Cupeno	83	**	2.4	51.8	25.3	16.9	**	3.6	**	**	**	**
Delaware	2,648	1.0	5.7	18.8	27.8	22.8	2.8	4.0	10.7	5.3	0.6	0.7
Diegueno	595	2.5	7.9	27.1	23.7	25.9	2.7	7.1	2.7	0.5	**	**
Eastern tribes	1,051	4.2	13.2	18.4	28.5	18.9	3.5	3.8	3.2	4.6	0.9	0.8
Fort Berthold	285	3.9	9.5	8.4	22.8	39.6	5.6	1.8	4.2	2.8	1.4	**
Fort Hall	778	2.4	11.7	28.0	30.8	18.6	5.1	1.2	1.3	0.8	**	**
Gabrieleno	129	**	4.7	25.6	24.8	3.9	5.4	27.1	8.5	**	**	**
Gila River	341	**	12.3	17.0	44.3	12.0	6.7	**	2.9	4.7	**	**
Grand Ronde	357	3.9	5.3	29.1	35.0	19.9	2.2	0.8	3.6	**	**	**
Gros Ventres	607	1.8	14.2	17.8	28.5	19.8	2.6	3.3	7.6	1.0	3.5	**
Haida	547	0.4	2.4	19.6	31.6	27.6	6.9	3.1	4.0	1.6	1.5	1.3
Haliwa	768	12.9	18.5	25.7	26.4	6.6	3.1	3.9	2.9	**	**	**
Hidatsa	304	**	2.0	9.5	30.3	28.3	3.9	6.9	18.1	1.0	**	**
Hoopa	615	0.5	2.9	31.9	37.2	14.3	0.8	5.0	6.2	1.1	**	**
Houma	1,739	25.7	30.6	16.4	15.0	8.5	0.7	1.0	1.3	0.4	0.4	**
Iowa	422	1.7	7.3	11.1	39.8	22.5	7.1	**	5.9	**	4.5	**
Iroquois	14,662	1.9	9.8	17.0	31.7	22.4	3.1	2.9	7.3	2.5	0.8	0.6
Juaneno	458	1.7	3.7	18.6	22.9	29.5	7.6	1.7	11.1	3.1	**	**
Kalispel	37	**	13.5	13.5	45.9	**	**	**	27.0	**	**	**
Karok	843	0.8	3.8	16.5	33.6	26.0	3.6	3.8	11.0	**	**	1.0
Kaw	347	**	1.7	11.8	26.2	30.0	5.5	1.7	8.9	4.0	8.4	1.7
Kickapoo	722	4.6	6.4	13.3	35.7	18.7	5.5	3.6	5.3	6.5	**	0.4
Kiowa	2,347	1.2	2.0	14.6	31.9	28.0	3.0	4.5	8.6	4.3	1.1	0.9
Klallam	314	0.6	9.6	23.9	29.0	24.8	1.6	2.2	8.3	**	**	**
Klamath	608	**	2.1	25.2	28.8	28.1	4.1	2.6	5.6	**	2.5	1.0
Konkow	96	8.3	22.9	33.3	18.8	13.5	**	**	**	3.1	**	**
Kootenai	179	5.0	1.7	14.0	56.4	11.7	3.9	3.9	**	**	**	3.4
Long Island	133	**	**	27.8	22.6	39.1	**	**	6.0	**	4.5	**
Luiseno	701	0.6	3.6	18.7	31.8	23.3	6.4	5.1	9.1	1.4	**	**
Lumbee	12,822	8.6	16.2	26.7	24.9	10.9	3.2	1.3	5.9	1.7	0.6	0.1
Lummi	765	0.4	9.5	20.7	33.5	22.1	1.8	1.2	9.3	1.6	**	**
Maidu	595	5.2	7.4	23.4	20.2	22.7	8.7	5.5	2.0	4.9	**	**
Makah	331	0.6	9.4	19.0	34.4	19.6	3.3	**	8.5	1.8	3.3	**
Maliseet	160	**	6.9	17.5	50.0	10.0	5.0	**	8.8	**	1.9	**
Mandan	235	**	7.7	17.0	27.2	29.8	6.8	2.6	3.0	**	6.0	**
Mattaponi	215	4.7	10.7	13.5	22.3	13.0	7.9	7.0	12.1	8.8	**	**
Menominee	1,870	2.2	8.2	25.5	35.5	17.4	3.2	2.3	3.5	1.7	0.2	0.4
Miami	1,064	**	3.1	18.0	32.9	22.7	4.0	1.8	9.9	5.0	1.8	0.8
Miccosukee	73	32.9	20.5	28.8	6.8	**	**	2.7	**	**	8.2	**
Micmac	712	4.5	11.1	16.3	29.5	21.8	1.5	0.3	9.7	3.9	**	1.4
Mission Indians	607	0.5	8.6	27.2	35.1	19.9	1.3	1.0	0.3	6.1	**	**
Miwok	881	1.2	4.7	31.0	30.2	21.3	3.7	1.0	5.8	1.0	**	**

Table A1-6. Male tribal population and percent distribution of highest level of educational attainment for males 25 years and over, by tribe: 1990 (continued)

Tribe	Total male tribal	Distribution by highest level of educational attainment										
		Less than 5th grade	5th to 8th grade	9th to 12th grade, no diploma	High school graduate*	Some college	Associate's degree		Bachelor's degree	Master's degree	Professional degree	Doctor's degree
							Occupational	Academic				
							(Percent)					
Modoc	181	1.1	5.5	19.3	23.2	22.7	9.4	6.1	5.5	7.2	**	**
Mohegan	358	0.3	3.4	19.0	42.7	29.9	**	0.6	1.7	2.5	**	**
Mono	440	**	6.6	30.0	22.5	21.6	7.0	3.4	8.4	0.5	**	**
Nanticoke	567	0.9	23.8	12.9	28.7	15.2	0.7	**	10.9	5.6	**	1.2
Narragansett	664	2.6	12.3	21.4	28.5	22.3	5.3	0.8	4.5	1.1	**	1.4
Navajo	46,263	15.2	12.2	20.9	28.1	14.3	3.7	1.5	3.0	0.9	0.2	0.1
Nez Perce	1,003	1.6	7.1	15.8	27.2	27.7	2.3	5.8	5.1	4.2	2.2	1.1
Nomalaki	85	**	5.9	25.9	41.2	27.1	**	**	**	**	**	**
Northwest tribes	260	3.1	1.2	31.9	34.6	21.9	2.3	**	2.3	**	2.7	**
Omaha	874	1.3	6.9	21.7	27.1	25.3	4.7	4.9	6.2	1.7	**	0.2
Oregon Athabaskan	87	**	3.4	14.9	41.4	16.1	**	**	24.1	**	**	**
Osage	3,152	0.5	3.9	7.1	27.0	29.6	4.5	3.6	15.3	6.3	1.4	0.8
Otoe-Missouria	432	0.5	4.9	20.1	27.3	20.1	2.1	5.1	15.7	2.3	1.9	**
Ottawa	2,134	1.6	5.6	21.0	37.3	22.5	1.6	2.1	4.5	2.9	0.4	0.4
Paiute	2,663	2.1	6.6	26.0	34.3	19.1	4.2	3.2	2.7	0.8	0.6	0.3
Pamunkey	74	**	16.2	17.6	28.4	12.2	8.1	**	**	5.4	12.2	**
Passamaquoddy	527	0.8	12.0	16.3	42.7	20.3	1.1	1.7	3.0	2.1	**	**
Pawnee	857	0.9	2.0	17.9	30.5	24.7	3.5	2.3	11.9	4.7	1.1	0.6
Penobscot	677	1.2	5.2	13.4	39.0	20.7	2.5	0.7	11.4	5.5	0.4	**
Peoria	386	**	3.4	10.9	36.5	24.6	3.1	3.9	11.4	3.9	2.3	**
Pequot	181	**	5.5	27.1	34.3	24.3	**	**	3.3	5.5	**	**
Pima	2,896	2.2	14.0	38.4	27.2	12.1	2.1	2.1	1.3	0.6	**	**
Piscataway	208	1.9	11.1	23.6	34.1	23.1	**	**	2.9	3.4	**	**
Pit River	348	5.5	4.3	22.4	30.5	27.9	1.7	4.6	3.2	**	**	**
Pomo	1,040	2.6	6.1	28.5	29.3	26.8	1.8	2.3	2.0	0.6	**	**
Ponca	598	1.7	10.4	22.6	26.1	19.9	7.0	1.2	8.7	0.8	1.7	**
Potawatomi	4,397	0.9	8.0	17.9	29.2	21.2	4.8	2.7	10.1	3.3	1.5	0.4
Powhatan	244	1.2	3.3	10.2	23.0	16.8	10.2	6.1	10.2	10.2	8.6	**
Pueblo	13,605	2.7	6.7	18.2	37.0	20.6	4.7	2.4	5.1	2.0	0.5	0.1
Puget Sound Salish	2,440	0.2	11.8	24.0	29.1	18.9	3.5	4.5	4.8	2.3	0.3	0.5
Quapaw	407	0.2	2.5	13.8	28.0	22.4	4.9	1.5	14.7	3.2	2.2	6.6
Quinault	550	**	14.5	16.7	38.9	18.4	2.5	3.5	2.2	2.2	1.1	**
Rappahannock	107	1.9	45.8	6.5	16.8	14.0	**	**	7.5	7.5	**	**
Sac and Fox	1,206	1.2	4.6	17.7	32.8	23.7	4.4	2.5	8.7	4.1	0.3	**
Salinan	95	**	21.1	42.1	14.7	22.1	**	**	**	**	**	**
Salish	1,235	0.6	12.6	15.1	28.1	23.0	5.5	4.0	7.4	0.2	2.9	0.5
Salish and Kootenai	649	1.2	7.4	14.8	34.4	22.7	4.9	4.8	6.3	3.1	0.2	0.3
Schaghticoke	50	20.0	**	36.0	22.0	18.0	**	**	4.0	**	**	**
Seminole	4,086	4.9	6.5	18.3	27.5	21.6	3.8	4.4	8.5	2.5	1.0	0.9
Serrano	55	**	9.1	47.3	7.3	36.4	**	**	**	**	**	**
Shasta	205	**	**	16.1	23.4	45.9	2.4	**	12.2	**	**	**
Shawnee	1,750	1.1	7.0	18.4	23.2	25.3	6.2	6.3	9.4	1.3	0.3	1.4
Shinnecock	414	1.2	1.2	30.2	31.4	15.2	4.1	**	8.9	7.2	**	0.5
Shoshone	2,407	1.7	8.1	22.5	31.4	23.1	2.0	2.7	5.1	2.8	0.3	0.4
Shoshone Paiute	421	2.9	7.6	18.1	39.0	25.2	2.4	3.6	**	**	1.4	**

Table A1-6. Male tribal population and percent distribution of highest level of educational attainment for males 25 years and over, by tribe: 1990 (continued)

Tribe	Total male tribal	Distribution by highest level of educational attainment										
		Less than 5th grade	5th to 8th grade	9th to 12th grade, no diploma	High school graduate*	Some college	Associate's degree		Bachelor's degree	Master's degree	Professional degree	Doctor's degree
							Occupational	Academic				
		(Percent)										
Siletz	380	**	4.5	14.7	40.8	23.7	14.5	0.8	0.5	0.5	**	**
Sioux	24,514	1.6	8.0	20.3	30.4	23.3	4.6	2.8	5.8	2.1	0.6	0.4
Siuslaw	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Spokane	487	2.3	6.2	14.2	37.2	17.2	9.9	1.8	9.2	0.8	0.4	0.8
Stockbridge	634	0.6	11.4	22.9	26.7	24.3	6.5	1.1	6.3	**	**	0.3
Tlingit	3,419	1.4	6.3	18.2	41.9	19.0	5.4	1.6	4.6	0.9	0.8	NA
Tohono O'Odham	3,525	9.4	13.1	22.9	42.1	9.5	1.1	0.9	0.7	0.1	**	NA
Tolowa	83	4.8	**	10.8	47.0	8.4	9.6	8.4	10.8	**	**	NA
Tonkawa	76	**	23.7	27.6	26.3	2.6	**	2.6	2.6	14.5	**	**
Tsimshian	513	1.4	7.8	13.8	41.7	22.4	2.9	0.4	3.9	2.9	2.7	**
Umatilla	319	**	3.4	21.0	28.8	20.7	9.4	6.0	9.7	**	0.9	**
Umpqua	129	2.3	3.1	27.1	37.2	30.2	**	**	**	**	**	**
Ute	1,818	5.2	6.7	26.5	28.0	22.4	3.4	2.4	3.0	1.2	0.9	0.3
Wailaki	312	1.0	14.4	26.9	28.2	14.7	6.4	2.6	5.8	**	**	**
Walla-Walla	74	**	2.7	5.4	50.0	23.0	6.8	4.1	**	**	**	8.1
Wampanoag	681	**	10.7	12.2	40.8	17.5	4.0	1.8	5.6	4.0	0.9	2.6
Warm Springs	416	**	5.5	30.5	38.5	17.1	1.4	2.4	1.0	3.6	**	**
Washo	382	**	8.9	29.3	30.1	23.3	0.5	**	7.9	**	**	**
Wichita	191	**	7.3	9.4	24.6	29.8	14.1	**	8.9	5.8	**	**
Winnebago	1,429	1.3	8.0	16.7	29.1	27.8	5.1	2.6	4.7	4.3	0.2	0.3
Wintu	592	0.3	8.1	14.9	39.9	23.6	5.7	4.4	1.2	1.9	**	**
Wiyot	107	**	**	26.2	34.6	36.4	**	**	2.8	**	**	**
Yakima	1,790	2.2	7.6	24.0	36.4	15.8	2.8	2.5	5.0	2.6	1.1	**
Yaqui	2,509	6.3	17.9	23.9	23.1	19.3	2.7	1.6	3.1	1.5	0.6	0.2
Yavapai Apache	63	**	9.5	42.9	28.6	11.1	6.3	**	1.6	**	**	**
Yokuts	682	4.1	11.3	32.0	26.7	14.7	4.1	3.2	0.7	3.2	**	**
Yuchi	122	**	3.3	12.3	29.5	32.8	**	**	9.8	12.3	**	**
Yuman	1,644	2.9	7.4	27.3	31.4	20.1	3.0	2.3	4.4	1.2	**	**
Yurok	987	0.5	7.3	27.3	28.9	17.9	3.2	5.8	5.3	3.9	**	**
Other specified tribes	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Tribe not specified	6,268	6.9	12.1	19.9	25.5	18.0	2.4	2.7	7.2	3.7	0.9	0.6
Tribe not reported	55,117	5.9	11.5	22.4	26.9	17.8	3.4	2.2	6.2	2.2	1.0	0.5

*Includes high school graduates and GED recipients

** Less than 0.1 percent

NA Not available

NOTE: Data were included only for selected tribes reporting at least 100 members. The data presented in this table are based on the totals prepared by the U.S. Bureau of the Census. Details do not add to the overall total presented for all tribes. Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Commerce, Bureau of the Census, 1990 decennial census. As published in Bureau of the Census, *1990 Census of Population: Characteristics of American Indians by Tribe and Language*, table 4, pp. 95-150, 1994.

Table A2-1. Percent of high school graduates who earned the recommended units in core courses, by race/ethnicity: 1982, 1987, 1990, and 1992

Race/ethnicity	1982	1987	1990	1992
Total	12.7	28.6	39.9	46.8
American Indian/Alaska Native	**6.0**	**28.9**	**26.0**	**30.6**
Asian/Pacific Islander	19.8	48.3	51.2	50.7
Black	10.8	24.4	41.3	43.7
Hispanic	6.7	17.9	32.7	36.0
White	13.8	29.7	40.6	48.5

NOTE: The core curriculum was composed of 4 units of English, 3 units of science, 3 units of social studies, 3 units of mathematics, and 0.5 units of computer science. The 0.5 units of computer science was not included here. This course of study was recommended in *A Nation At Risk* (1983) for students planning to attend college.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "High School and Beyond Transcript Study"; "1987 and 1990 NAEP High School Transcript Studies"; and "National Education Longitudinal Study Transcripts, 1992". As published in NCES, *The Condition of Education: 1995*, p.78, 1995

Table A2-2. Percent of high school graduates taking 4 units in English, 3 units in social studies, 3 units in science, 3 units in math, 0.5 units in computer science, and 2 units in foreign language, by race/ethnicity: 1982, 1987, 1990, and 1992

Race/ethnicity	1982	1987	1990	1992
Total	1.6	12.0	17.3	23.3
American Indian/Alaska Native	**0.6**	**NA**	**NA**	**11.4**
Asian/Pacific Islander	5.2	24.3	23.8	29.4
Black	0.7	8.3	14.4	21.9
Hispanic	0.3	5.5	15.7	20.0
White	1.9	12.7	18.1	23.7

NA Not available

NOTE This course of study was recommended in a *Nation of Risk* for high school students planning to attend college.

SOURCE U.S. Department of Education, National Center for Education Statistics, *The 1990 High School Transcript Study Tabulations*, 1993 (based on the High School and Beyond Transcript Study and the 1987 and 1990 NAEP High School Transcript Studies), and the "National Education Longitudinal Study Transcripts", 1992. As published in NCES, *The Condition of Education: 1995*, table 25-2, p. 263, 1995.

Table A2-3. Percent of high school graduates taking selected mathematics and science courses, by race/ethnicity: 1982, 1987, 1990, and 1992

Mathematics and science courses (credits)	American Indian/ Alaska Native	Asian/ Pacific Islander	Black	Hispanic	White
1982					
Mathematics					
Any mathematics (1.00)	96.6	100.0	99.6	98.6	99.1
Remedial/below grade level math (1.00)	52.6	18.8	54.4	48.5	27.0
Algebra I* (1.00)	59.0	93.4	88.4	66.8	84.0
Algebra II (1.00)	20.0	55.0	26.2	22.5	40.5
Geometry (1.00)	26.3	64.3	30.3	29.0	53.9
Trigonometry (0.50)	7.7	25.7	6.3	6.8	13.8
Analysis/pre-calculus (0.50)	0.7	15.1	2.1	3.0	6.7
Calculus (1.00)	1.2	13.1	1.4	1.6	5.0
AP calculus (1.00)	0.0	5.9	0.3	0.3	1.7
Algebra II and geometry (1.50)	13.6	40.3	17.0	14.4	33.0
Algebra II, geometry, and trigonometry (2.00)	3.1	12.9	2.9	4.2	8.5
Algebra II, geometry, trigonometry, and calculus (3.00)	0.9	2.0	0.2	0.5	0.9
Science					
Any science (1.00)	98.4	97.1	98.6	95.9	97.7
Biology (1.00)	65.5	83.5	75.3	73.2	80.1
AP/honors biology (1.00)	5.1	13.1	4.5	3.5	7.5
Chemistry (1.00)	34.1	51.9	22.5	16.7	34.7
AP/honors chemistry (1.00)	0.9	5.8	1.6	1.3	2.9
Physics (1.00)	6.9	35.8	6.8	5.5	15.3
AP/honors physics (1.00)	0.0	3.5	0.8	0.4	0.9
Engineering (1.00)	0.0	0.0	0.2	0.1	0.2
Astronomy (0.50)	0.0	0.0	0.2	0.3	0.2
Geology (0.50)	9.1	7.9	8.7	9.6	12.0
Biology and chemistry (2.00)	19.1	47.2	20.2	15.2	31.6
Biology, chemistry, and physics(3.00)	4.7	28.6	4.7	3.7	11.2
1987					
Mathematics					
Any mathematics (1.00)	99.4	100.0	99.5	99.4	99.3
Remedial/below grade level math (1.00)	40.7	16.3	46.5	42.5	20.6
Algebra I* (1.00)	NA	NA	NA	NA	NA
Algebra II (1.00)	28.5	67.2	32.4	30.2	51.9
Geometry (1.00)	48.4	81.4	44.0	40.2	65.1
Trigonometry (0.50)	6.5	42.1	10.9	9.9	20.9
Analysis/pre-calculus (0.50)	7.5	39.6	5.1	7.4	13.5
Calculus (1.00)	3.2	29.8	2.3	3.6	5.9
AP calculus (1.00)	1.3	24.0	1.4	2.6	2.8
Algebra II and geometry (1.50)	23.5	62.4	28.6	24.3	47.0
Algebra II, geometry, and trigonometry (2.00)	3.5	31.1	8.0	7.4	16.9
Algebra II, geometry, trigonometry, and calculus (3.00)	1.0	14.5	1.2	2.2	2.3
Science					
Any science (1.00)	98.6	99.4	98.7	98.5	98.7
Biology (1.00)	88.8	91.5	86.2	85.4	89.2
AP/honors biology (1.00)	0.9	4.3	1.5	1.6	2.8
Chemistry (1.00)	30.1	69.9	29.8	29.4	47.7
AP/honors chemistry (1.00)	0.8	13.9	1.2	2.3	3.5
Physics (1.00)	11.5	47.1	10.1	9.8	20.9
AP/honors physics (1.00)	1.8	5.7	0.4	0.8	1.7
Engineering (1.00)	0.0	0.4	0.4	0.1	0.1
Astronomy (0.50)	0.7	0.7	0.3	0.8	0.9
Geology (0.50)	13.4	13.3	18.8	11.8	14.4
Biology and chemistry (2.00)	27.8	66.0	28.6	28.2	46.0
Biology, chemistry, and physics(3.00)	8.4	42.4	8.8	8.2	17.9

Table A2-3. Percent of high school graduates taking selected mathematics and science courses, by race/ethnicity: 1982, 1987, 1990, and 1992 (continued)

Mathematics and science courses (credits)	American Indian/ Alaska Native	Asian/ Pacific Islander	Black	Hispanic	White
1990					
Mathematics					
Any mathematics (1.00)	100.0	99.9	98.7	99.8	99.7
Remedial/below grade level math (1.00)	37.7	19.9	35.4	38.3	20.0
Algebra I* (1.00)	NA	NA	NA	NA	NA
Algebra II (1.00)	47.3	59.5	39.0	38.6	52.4
Geometry (1.00)	54.5	72.1	56.3	54.4	67.2
Trigonometry (0.50)	15.6	35.2	14.1	11.0	19.6
Analysis/pre-calculus (0.50)	8.5	25.5	6.2	7.3	15.0
Calculus (1.00)	6.1	18.6	2.8	3.9	7.0
AP calculus (1.00)	4.2	15.6	1.2	3.0	4.3
Algebra II and geometry (1.50)	37.8	53.2	32.9	34.5	47.2
Algebra II, geometry, and trigonometry (2.00)	10.3	21.5	8.1	8.6	13.6
Algebra II, geometry, trigonometry, and calculus (3.00)	3.2	6.5	1.1	1.5	2.3
Science					
Any science (1.00)	99.5	99.8	99.0	99.3	99.5
Biology (1.00)	91.1	90.5	91.0	90.3	92.0
AP/honors biology (1.00)	3.2	6.4	3.8	2.4	5.1
Chemistry (1.00)	38.6	64.1	40.3	38.8	52.3
AP/honors chemistry (1.00)	4.8	7.7	2.5	1.2	3.8
Physics (1.00)	18.9	38.4	14.5	13.0	23.1
AP/honors physics (1.00)	2.7	5.9	0.7	1.0	2.1
Engineering (1.00)	0.0	0.0	0.1	0.0	0.1
Astronomy (0.50)	2.2	0.7	0.4	1.1	1.4
Geology (0.50)	30.6	15.6	15.8	14.2	28.3
Biology and chemistry (2.00)	37.8	60.5	39.6	36.8	50.9
Biology, chemistry, and physics(3.00)	16.0	33.8	12.1	10.2	20.7
1992					
Mathematics					
Any mathematics (1.00)	100.0	100.0	99.1	99.8	99.7
Remedial/below grade level math (1.00)	35.2	14.5	30.9	24.2	14.6
Algebra I* (1.00)	87.3	93.9	89.0	92.5	94.0
Algebra II (1.00)	42.1	60.8	40.9	46.9	59.2
Geometry (1.00)	53.6	77.1	60.4	62.9	72.6
Trigonometry (0.50)	10.0	31.3	13.0	15.2	22.5
Analysis/pre-calculus (0.50)	3.0	33.9	12.6	10.6	17.9
Calculus (1.00)	1.4	20.1	6.9	4.7	10.7
AP calculus (1.00)	1.3	16.1	2.5	2.2	5.8
Algebra II and geometry (1.50)	35.7	55.5	35.0	41.9	53.1
Algebra II, geometry, and trigonometry (2.00)	5.9	18.2	6.8	10.9	15.9
Algebra II, geometry, trigonometry, and calculus (3.00)	0.6	5.4	0.9	1.2	3.0
Science					
Any science (1.00)	100.0	100.0	100.0	99.7	99.5
Biology (1.00)	84.5	93.4	92.2	91.2	93.5
AP/honors biology (1.00)	5.0	6.8	3.2	2.4	6.5
Chemistry (1.00)	32.9	67.4	45.9	42.6	58.0
AP/honors chemistry (1.00)	1.8	9.1	2.3	2.5	4.2
Physics (1.00)	13.3	41.6	17.6	15.7	25.9
AP/honors physics (1.00)	0.6	9.2	1.4	2.4	2.9
Engineering (1.00)	0.0	0.5	0.2	0.1	0.3
Astronomy (0.50)	0.0	0.1	0.1	0.1	1.0
Geology (0.50)	29.7	16.6	17.6	11.5	19.3
Biology and chemistry (2.00)	31.2	65.4	44.2	40.5	56.5
Biology, chemistry, and physics(3.00)	10.8	38.2	15.5	12.8	22.6

*Algebra I was revised from previously published figures to include those students who had taken Algebra I, or its equivalent, before entering high school.

NA Not available

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The 1990 High School Transcript Study Tabulations,* 1993, (based on the High School and Beyond Transcript Study and the 1987 and 1990 NAEP High School Transcript Studies), and the "National Education Longitudinal Study Transcripts", 1992. As published in NCES, *The Condition of Education: 1995,* table 26-2, p. 266, 1995.

Table A2-4. Average scores on Scholastic Aptitude Test (SAT), by race/ethnicity: 1975-76 to 1994-95

Year	Total	American Indian	Asian	Black	Mexican-American	Puerto Rican	White	Other
(Verbal section)								
1975-76	431	**388**	414	332	371	364	451	410
1976-77	429	**390**	405	330	370	355	448	402
1977-78	429	**387**	401	332	370	349	446	399
1978-79	427	**386**	396	330	370	345	444	393
1979-80	424	**390**	396	330	372	350	442	394
1980-81	424	**391**	397	332	373	353	442	388
1981-82	426	**388**	398	341	377	360	444	392
1982-83	425	**388**	395	339	375	358	443	386
1983-84	426	**390**	398	342	376	358	445	388
1984-85	431	**392**	404	346	382	368	449	391
1986-87	430	**393**	405	351	379	360	447	405
1987-88	428	**393**	408	353	382	355	445	410
1988-89	427	**384**	409	351	381	360	446	414
1989-90	424	**388**	410	352	380	359	442	410
1990-91	422	**393**	411	351	377	361	441	411
1991-92	423	**395**	413	352	372	366	442	417
1992-93	424	**400**	415	353	374	367	444	422
1993-94	423	**396**	416	352	372	367	443	425
1994-95	428	**403**	418	356	376	372	448	432
(Mathematical section)								
1975-76	472	**420**	518	354	410	401	493	458
1976-77	470	**421**	514	357	408	397	489	457
1977-78	468	**419**	510	354	402	388	485	450
1978-79	467	**421**	511	358	410	388	483	447
1979-80	466	**426**	509	360	413	394	482	449
1980-81	466	**425**	513	362	415	398	483	447
1981-82	467	**424**	513	366	416	403	483	449
1982-83	468	**425**	514	369	417	403	484	446
1983-84	471	**427**	519	373	420	405	487	450
1984-85	475	**428**	518	376	426	409	490	448
1986-87	476	**432**	521	377	424	400	489	455
1987-88	476	**435**	522	384	428	402	490	460
1988-89	476	**428**	525	386	430	406	491	467
1989-90	476	**437**	528	385	429	405	491	467
1990-91	474	**437**	530	385	427	406	489	466
1991-92	476	**442**	532	385	425	406	491	473
1992-93	478	**447**	535	388	428	409	494	477
1993-94	479	**441**	535	388	427	411	495	480
1994-95	482	**447**	538	388	426	411	498	486

NOTE: Possible scores on each part of the SAT range from 200 to 800. No racial/ethnic group data are available prior to 1975-76. No data are available for 1985-86 due to changes in the Student Descriptive Questionnaire completed when the students registered for the test.

SOURCE: College Entrance Examination Board, *National Report on College Bound Seniors*, various years (Copyright © 1994 by College Entrance Examination Board. All rights reserved.) As published in NCES, *Digest of Education Statistics: 1996*, table 126, p. 127, 1996.

Table A2-5. Average scores on the ACT assessment, by race/ethnicity: 1992, 1994, and 1995

Race/ethnicity	1992	1994	1995
Total	20.6	20.8	20.8
American Indian/Alaska Native	**18.1**	**18.5**	**18.6**
Asian/Pacific Islander	21.6	21.7	21.6
Black, non-Hispanic	17.0	17.0	17.1
Total Hispanic	18.9	18.9	18.7
Mexican American	18.4	18.4	18.6
Other Hispanic	19.3	19.3	18.7
White, non-Hispanic	21.3	21.4	21.5

NOTE: The American College Testing Program's ACT Assessment is scored on a scale from 1 to 36.

SOURCE: American College Testing Program. As published in *Chronicle of Higher Education: Almanac Issue*, August 25, 1993, p. 11, September 1, 1994, p. 13, and September 1, 1995, p. 12.

Table A3-1. American Indian and Alaska Native enrollment in institutions of higher education, by institution control and level: Selected years, 1976 to 1994

Institution control and level	1976	1980	1984	1988	1990	1991	1992	1993	1994
					(Number in thousands)				
Total enrollment	76.1	83.9	83.6	92.5	102.8	113.7	119.3	121.7	127.4
Public	67.5	74.2	72.1	81.1	90.4	100.2	103.3	106.4	110.7
4-year institutions	28.2	29.0	30.1	33.3	38.0	40.6	43.0	45.9	47.5
2-year institutions	39.3	45.2	42.0	47.8	52.4	59.6	60.3	60.5	63.2
Private	8.6	9.7	11.4	11.5	12.4	13.6	15.9	15.3	16.6
4-year institutions	6.8	7.9	7.9	8.8	9.9	10.6	11.8	12.6	13.6
2-year institutions	1.8	1.8	3.5	2.7	2.5	3.0	4.1	2.7	3.0

NOTE: Because of underreporting and nonreporting of racial/ethnic data, some figures are slightly lower than corresponding data in other tables. Data for 1994 are preliminary. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, various years, and Integrated Postsecondary Education Data Systems (IPEDS), "Fall Enrollment" surveys, various years. As published in NCES, *Digest of Education Statistics: 1996*, table 202, p. 207, 1996.

Table A3-2. Enrollment in institutions of higher education, by race/ethnicity and state: Fall 1994

State	Total	American Indian/ Alaska Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Nonresident Alien
Total	14,278,790	**127,372**	774,295	1,448,630	1,045,564	10,426,994	455,935
Alabama	229,511	**1,205**	2,278	52,178	1,645	167,605	4,600
Alaska	28,798	**2,635**	852	1,087	706	22,932	586
Arizona	274,932	**10,307**	8,287	8,629	36,904	203,407	7,398
Arkansas	96,294	**722**	1,006	13,660	633	77,862	2,411
California	1,835,791	**20,949**	308,002	137,663	343,408	941,020	84,749
Colorado	241,295	**2,861**	7,671	7,907	21,414	195,440	6,002
Connecticut	159,990	**472**	5,245	11,850	7,573	129,491	5,359
Delaware	44,197	**186**	924	5,898	753	35,440	996
District of Columbia	77,705	**208**	4,129	24,207	2,775	37,961	8,425
Florida	634,237	**2,721**	17,969	80,268	80,880	433,610	18,789
Georgia	308,587	**807**	7,527	74,549	4,495	213,678	7,531
Hawaii	64,322	**291**	38,066	1,596	1,552	17,278	5,539
Idaho	60,393	**860**	810	300	1,541	55,313	1,479
Illinois	731,420	**2,464**	39,739	92,735	56,979	521,706	17,797
Indiana	292,276	**1,111**	5,173	17,695	5,941	253,840	8,516
Iowa	172,450	**651**	3,562	4,992	2,691	153,316	7,238
Kansas	170,603	**2,354**	3,493	8,251	4,859	145,173	6,473
Kentucky	182,577	**581**	1,934	12,449	1,096	163,477	3,040
Louisiana	203,567	**1,073**	4,093	52,338	4,747	135,983	5,333
Maine	56,724	**579**	716	481	205	54,088	565
Maryland	266,214	**1,013**	14,413	55,824	5,886	180,290	8,788
Massachusetts	416,505	**1,615**	23,321	22,968	16,920	327,256	24,425
Michigan	551,307	**4,390**	14,706	59,369	11,301	445,421	16,120
Minnesota	289,300	**2,967**	9,022	6,998	3,771	260,458	6,084
Mississippi	120,884	**419**	969	35,159	598	81,926	1,813
Missouri	293,810	**1,452**	6,072	25,782	4,527	248,108	7,869
Montana	40,095	**3,569**	313	140	457	34,481	1,135
Nebraska	116,000	**941**	1,816	3,351	2,230	105,064	2,598
Nevada	64,085	**1,028**	3,486	3,240	4,338	50,028	1,975
New Hampshire	62,847	**281**	973	809	776	58,878	1,130
New Jersey	335,480	**880**	19,427	39,174	29,385	235,453	11,161
New Mexico	101,881	**7,066**	1,577	2,530	30,661	58,219	1,828
New York	1,057,841	**3,553**	65,071	137,364	97,011	712,802	42,040
North Carolina	369,386	**3,563**	6,847	73,276	4,034	276,236	5,430
North Dakota	40,184	**2,110**	341	324	228	35,474	1,707
Ohio	549,304	**1,924**	10,626	50,117	7,527	463,369	15,741
Oklahoma	185,174	**13,593**	4,030	13,546	4,014	141,608	8,383
Oregon	164,447	**2,400**	8,959	2,675	5,225	138,508	6,680
Pennsylvania	611,174	**1,552**	19,697	46,656	10,744	515,192	17,333
Rhode Island	74,718	**253**	2,540	3,060	2,405	64,054	2,406
South Carolina	173,070	**601**	2,165	37,755	1,454	128,002	3,093
South Dakota	37,764	**2,389**	209	290	176	33,726	884
Tennessee	242,966	**705**	3,462	35,917	2,237	196,134	4,511
Texas	954,495	**4,396**	41,169	93,741	186,206	602,088	26,895
Utah	146,196	**1,500**	3,055	857	3,667	131,617	5,500
Vermont	35,409	**202**	641	407	428	32,971	760
Virginia	354,140	**1,201**	16,674	56,728	7,346	264,930	7,261
Washington	284,662	**5,175**	21,385	10,264	9,709	228,671	9,458
West Virginia	87,741	**182**	941	3,452	455	80,910	1,801
Wisconsin	303,861	**2,489**	6,457	12,946	6,077	268,900	6,992
Wyoming	30,682	**447**	245	258	1,134	28,074	524
U.S. Service Schools	51,490	**487**	2,120	4,830	3,750	39,519	784

NOTE: Because of adjustments to underreported and nonreported racial/ethnic data, figures are slightly different from corresponding data in other tables. Data for 1994 are preliminary.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS), "Fall Enrollment" survey, 1994. As published in NCES, *Digest of Education Statistics: 1996*, table 205, p. 211, 1996.

Table A3-3. American Indian and Alaska Native enrollment in institutions of higher education, by state: Selected years, fall 1984 to fall 1994

State	1984*	1986	1988	1990	1991	1992	1993	1994
Total	82,672	90,133	92,534	102,618	113,713	118,845	121,681	127,372
Alabama	282	376	438	591	743	839	1,078	1,205
Alaska	1,929	1,990	2,233	2,648	2,771	2,852	2,665	2,635
Arizona	7,014	7,623	8,301	8,845	8,806	9,244	10,422	10,307
Arkansas	317	326	380	438	547	578	779	722
California	20,565	20,574	20,600	20,909	24,519	21,919	20,387	20,949
Colorado	1,367	1,516	1,654	2,279	2,501	2,641	2,853	2,861
Connecticut	468	402	398	423	383	406	412	472
Delaware	41	56	68	99	102	113	148	186
District of Columbia	112	322	134	270	180	202	196	208
Florida	955	1,222	1,509	1,616	2,215	2,287	2,590	2,721
Georgia	333	306	428	548	652	762	784	807
Hawaii	143	162	194	162	189	225	285	291
Idaho	447	374	373	485	579	630	734	860
Illinois	2,003	2,147	1,972	2,245	2,309	2,428	2,385	2,464
Indiana	576	648	604	720	881	1,015	1,079	1,111
Iowa	476	390	457	441	442	552	545	651
Kansas	1,789	1,679	1,826	1,969	2,214	2,270	2,397	2,354
Kentucky	310	323	427	506	573	592	595	581
Louisiana	411	473	624	856	991	1,054	1,071	1,073
Maine	190	333	235	398	422	854	518	579
Maryland	623	651	688	817	905	863	942	1,013
Massachusetts	922	1,130	1,157	1,220	1,496	1,709	1,613	1,615
Michigan	2,729	3,231	3,122	3,547	3,703	4,147	4,473	4,390
Minnesota	1,287	1,474	1,731	2,002	2,098	2,548	2,403	2,967
Mississippi	219	245	337	377	397	398	423	419
Missouri	677	669	840	1,132	1,166	1,253	1,339	1,452
Montana	1,795	1,879	2,068	2,427	2,836	4,240	3,555	3,569
Nebraska	637	680	625	729	768	800	854	941
Nevada	1,152	696	667	1,043	930	995	979	1,020
New Hampshire	135	148	190	229	248	238	288	281
New Jersey	884	860	847	776	814	837	962	880
New Mexico	3,144	4,934	4,546	4,596	5,264	5,675	6,749	7,066
New York	4,708	4,821	3,619	3,882	3,408	3,564	3,473	3,553
North Carolina	2,288	2,458	2,620	3,082	3,244	3,338	3,389	3,563
North Dakota	1,395	1,468	1,486	1,616	1,910	2,019	2,102	2,110
Ohio	1,297	1,277	1,272	1,422	1,655	1,827	1,839	1,924
Oklahoma	5,809	7,668	8,014	9,609	11,163	11,832	12,762	13,593
Oregon	1,169	1,345	1,540	1,694	1,949	2,184	2,339	2,400
Pennsylvania	855	850	918	1,011	1,201	1,326	1,303	1,552
Rhode Island	138	203	218	222	257	273	259	253
South Carolina	184	207	236	334	345	397	496	601
South Dakota	1,623	1,574	1,888	1,912	1,979	2,063	1,682	2,389
Tennessee	346	341	404	476	576	612	651	705
Texas	2,586	2,599	2,756	3,006	3,470	3,762	4,091	4,396
Utah	885	1,149	1,088	1,322	1,319	1,301	1,440	1,500
Vermont	53	54	98	131	113	- 97	143	202
Virginia	590	645	738	860	958	1,127	1,110	1,201
Washington	2,816	3,542	3,444	3,854	4,346	4,435	4,653	5,175
West Virginia	111	96	119	139	179	155	161	182
Wisconsin	1,625	1,640	1,897	2,050	2,257	2,429	2,321	2,489
Wyoming	190	277	376	444	460	454	450	447
U.S. Service Schools	72	80	130	119	280	484	514	487

*In California, 11 percent of the total is based on 1982 distribution by race. In New York, 19 percent of the total is based on 1982 distribution by race. In the U.S. Service Schools, distribution by race is based largely on 1982 data. Only 15 percent of the students were reported by race in 1984. Some 214 institutions did not report the racial/ethnic status of their student body. Data for 195 of these nonreporting institutions, representing about 5 percent of total enrollment, were imputed. For those institutions that reported race data in 1982, data have been estimated by applying their 1982 race distribution to their total enrollment reported in 1984. States with estimates amounting to more than 5 percent of their total have been noted.

NOTE: Because of underreporting and nonreporting of racial/ethnic data, totals in this table may be slightly lower than totals appearing in other tables. Data for 1990, 1991, 1992, 1993 and 1994 are preliminary.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universites" survey, 1984; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys, various years. As published in NCES, *Digest of Education Statistics: 1987*, table 133, p. 154, 1987; *Digest of Education Statistics: 1989*, table 177, p. 195, 1989; *Digest of Education Statistics: 1991*, table 196, p. 201, 1991; *Digest of Education Statistics: 1992*, table 195, p. 206, 1992; *Digest of Education Statistics: 1993*, table 208, p. 203, 1993; *Digest of Education Statistics: 1994*, table 205, p. 211, 1994; *Digest of Education Statistics: 1995*, table 203, p. 211, 1995; and *Digest of Education Statistics: 1996*, table 205, p. 211, 1996.

Table A3-4. American Indian and Alaska Native enrollment in institutions of higher education, by state: Selected years, fall 1984 and fall 1994

State	1984*			1994		
		American Indian/Alaska Native			American Indian/Alaska Native	
	Total	Total	Percent	Total	Total	Percent
Total	12,161,778	82,672	0.7	14,278,790	127,372	0.9
Alabama	171,632	282	0.2	229,511	1,205	0.5
Alaska	26,958	1,929	7.2	28,798	2,635	9.1
Arizona	209,122	7,014	3.4	274,932	10,307	3.7
Arkansas	78,777	317	0.4	96,294	722	0.7
California	1,627,719	20,565	1.3	1,835,791	20,949	1.1
Colorado	164,387	1,367	0.8	241,295	2,861	1.2
Connecticut	161,578	468	0.3	159,990	472	0.3
Delaware	31,873	41	0.1	44,197	186	0.4
District of Columbia	79,750	112	0.1	77,705	208	0.3
Florida	443,778	955	0.2	634,237	2,721	0.4
Georgia	196,318	333	0.2	308,587	807	0.3
Hawaii	49,979	143	0.3	64,322	291	0.5
Idaho	43,302	447	1.0	60,393	860	1.4
Illinois	647,154	2,003	0.3	731,420	2,464	0.3
Indiana	249,953	576	0.2	292,276	1,111	0.4
Iowa	153,041	476	0.3	172,450	651	0.4
Kansas	141,915	1,789	1.3	170,603	2,354	1.4
Kentucky	141,935	310	0.2	182,577	581	0.3
Louisiana	179,989	411	0.2	203,567	1,073	0.5
Maine	52,712	190	0.4	56,724	579	1.0
Maryland	234,305	623	0.3	266,214	1,013	0.4
Massachusetts	418,371	922	0.2	416,505	1,615	0.4
Michigan	503,605	2,729	0.5	551,307	4,390	0.8
Minnesota	214,743	1,287	0.6	289,300	2,967	1.0
Mississippi	104,325	219	0.2	120,884	419	0.3
Missouri	240,573	677	0.3	293,810	1,452	0.5
Montana	37,056	1,795	4.8	40,095	3,569	8.9
Nebraska	97,422	637	0.7	116,000	941	0.8
Nevada	43,007	1,152	2.7	64,085	1,020	1.6
New Hampshire	53,050	135	0.3	62,847	281	0.4
New Jersey	305,323	884	0.3	335,480	880	0.3
New Mexico	66,447	3,144	4.7	101,881	7,066	6.9
New York	992,919	4,708	0.5	1,057,841	3,553	0.3
North Carolina	309,227	2,288	0.7	369,386	3,563	1.0
North Dakota	37,589	1,395	3.7	40,184	2,110	5.3
Ohio	518,107	1,297	0.3	549,304	1,924	0.4
Oklahoma	167,891	5,809	3.5	185,174	13,593	7.3
Oregon	141,809	1,169	0.8	164,447	2,400	1.5
Pennsylvania	528,638	855	0.2	611,174	1,552	0.3
Rhode Island	69,144	138	0.2	74,718	253	0.3
South Carolina	126,873	184	0.1	173,070	601	0.3
South Dakota	32,478	1,623	5.0	37,764	2,389	6.3
Tennessee	200,476	346	0.2	242,966	705	0.3
Texas	795,345	2,586	0.3	954,495	4,396	0.5
Utah	101,860	865	0.9	146,196	1,500	1.0
Vermont	30,787	53	0.2	35,409	202	0.6
Virginia	282,765	590	0.2	354,149	1,201	0.3
Washington	230,661	2,816	1.2	284,662	5,175	1.8
West Virginia	79,008	111	0.1	87,741	182	0.2
Wisconsin	270,862	1,625	0.6	303,861	2,489	0.8
Wyoming	23,424	190	0.8	30,682	447	1.5
U.S. Service Schools	51,816	72	0.1	51,490	487	0.9

*In California, 11 percent of the total is based on 1982 distribution by race. In New York, 19 percent of the total is based on 1982 distribution by race. In the U.S. Service Schools, distribution by race is based largely on the 1982 data. Only 15 percent of the students were reported by race in 1984. Some 214 institutions did not report the racial/ethnic status of their student body. Data for 195 of these nonreporting institutions, representing about 5 percent of the total enrollment, were imputed. For those institutions that reported race data in 1982, data have been estimated by applying their 1982 race distribution to their total enrollment reported in 1984. States with estimates amounting to more than 5 percent of their total have been noted.

NOTE: Because of underreporting and nonreporting of racial/ethnic data, totals in this table may be slightly lower than totals appearing in other tables. Data for 1994 are preliminary.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey, 1984; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1994. As published in NCES, *Digest of Education Statistics: 1987*, table 133, p. 154, 1987; and *Digest of Education Statistics: 1996*, table 205, p. 211, 1996.

Table A3-5. Graduation rates at NCAA Division I institutions for all full-time, degree-seeking students, by race/ethnicity, freshman cohort, and institution control: 1995 and 1996

Freshman cohort	Total		**American Indian/ Alaska Native**		Asian/ Pacific Islander		Black		Hispanic		White		Other	
	Number	Percent graduating	**Number**	**Percent graduating**	Number	Percent graduating	Number	Percent graduating	Number	Percent graduating	Number	Percent graduating	Number	Percent graduating
All Division I institutions														
Freshman cohort, 1989-90	554,274	57	**2,711**	**37**	27,809	65	54,298	40	25,096	46	430,047	59	14,313	56
Men	271,132	55	**1,271**	**37**	14,315	62	22,254	35	12,013	43	213,161	57	8,118	54
Women	283,142	59	**1,440**	**38**	13,494	69	32,044	43	13,083	49	216,886	61	6,195	57
1996 four-cohort average	2,220,556	56	**9,617**	**36**	101,565	65	205,358	37	88,300	45	1,755,863	59	59,853	54
Men	1,087,051	54	**4,525**	**34**	52,153	62	84,711	33	42,725	42	868,909	57	34,028	53
Women	1,133,505	58	**5,092**	**37**	49,412	68	120,647	40	45,575	48	886,954	61	25,825	55
Freshman cohort, 1988-89	575,430	57	**2,469**	**37**	25,950	65	53,815	38	23,591	45	454,693	59	14,912	55
Men	280,527	55	**1,166**	**34**	13,444	62	21,979	34	11,399	42	224,126	57	8,413	54
Women	294,903	58	**1,303**	**40**	12,506	67	31,836	41	12,192	48	230,567	61	6,499	56
1995 four-cohort average	2,214,541	56	**9,189**	**34**	95,216	64	202,916	36	81,793	44	1,760,402	58	65,025	52
Men	1,088,598	54	**4,277**	**32**	48,965	62	84,318	32	40,025	41	873,847	56	37,166	51
Women	1,125,943	57	**4,912**	**36**	46,251	67	118,598	39	41,768	47	886,555	60	27,859	54
All Division I public institutions														
Freshman cohort, 1989-90	438,050	53	**2,359**	**35**	20,892	61	43,121	37	20,464	42	341,686	56	9,528	52
Men	213,335	51	**1,102**	**34**	10,873	58	17,700	32	9,844	38	168,410	53	5,406	51
Women	224,715	56	**1,257**	**35**	10,019	65	25,421	40	10,620	44	173,276	58	4,122	54
1996 four-cohort average	1,757,726	53	**8,294**	**33**	77,731	61	165,309	35	71,985	40	1,395,144	55	39,263	50
Men	854,263	51	**3,883**	**31**	40,055	58	68,040	31	34,889	37	685,434	53	21,962	49
Women	903,463	55	**4,411**	**34**	37,676	65	97,269	38	37,096	43	709,710	58	17,301	52
Freshman cohort, 1988-89	462,106	53	**2,145**	**34**	19,980	60	45,531	36	19,435	41	365,041	56	9,974	51
Men	223,599	51	**1,021**	**31**	10,405	58	18,558	32	9,394	38	178,678	54	5,543	50
Women	238,507	55	**1,124**	**37**	9,575	63	26,973	39	10,041	43	186,363	58	4,431	53
1995 four-cohort average	1,779,497	52	**8,036**	**31**	74,495	60	173,699	33	66,862	39	1,412,529	55	43,876	49
Men	867,346	50	**3,725**	**29**	38,375	58	71,940	29	32,727	36	695,882	52	24,697	48
Women	912,151	54	**4,311**	**33**	36,120	64	101,759	36	34,135	42	716,647	57	19,179	51
All Division I private institutions														
Freshman cohort, 1989-90	116,224	69	**352**	**56**	6,917	77	11,177	49	4,632	65	88,361	71	4,785	63
Men	57,797	68	**169**	**56**	3,442	74	4,554	45	2,169	63	44,751	70	2,712	62
Women	58,427	70	**183**	**56**	3,475	80	6,623	52	2,463	66	43,610	73	2,073	65
1996 four-cohort average	462,830	69	**1,323**	**53**	23,834	77	40,049	48	16,315	65	360,719	72	20,590	61
Men	232,788	68	**642**	**51**	12,098	76	16,671	44	7,836	63	183,475	71	12,066	60
Women	230,042	70	**681**	**55**	11,736	79	23,378	51	8,479	67	177,244	72	8,524	63
Freshman cohort, 1988-89	113,324	70	**324**	**58**	5,970	78	8,284	51	4,156	66	89,652	72	4,938	63
Men	56,928	69	**145**	**58**	3,039	77	3,421	47	2,005	63	45,448	71	2,870	62
Women	56,396	71	**179**	**60**	2,931	79	4,863	54	2,151	69	44,204	73	2,068	64
1995 four-cohort average	435,044	70	**1,153**	**53**	20,721	78	29,217	53	14,931	65	347,873	72	21,149	60
Men	221,252	69	**552**	**52**	10,590	77	12,378	49	7,298	63	177,965	71	12,469	59
Women	213,792	71	**601**	**54**	10,131	79	16,839	55	7,633	68	169,908	73	8,680	61

NOTE: The freshman cohort graduation rate indicates the percent of freshmen who entered during a given academic year and graduated within 6 years. The 1995 four-cohort average graduation rate includes those who entered as freshmen in 1985-86, 1986-87, 1987-88, and 1988-89, and graduated within 6 years. The 1996 four-cohort average graduation rate includes those who entered as freshmen in 1986-87, 1987-88, 1988-89, and 1989-90, and graduated within 6 years.

SOURCE: The National Collegiate Athletic Association, *1995 NCAA Division I Graduation Rates Report*, pp. 616-617, 624-625, and 630-631, 1995, and *1996 NCAA Division I Graduation Rates Report*, pp. 622-623, 630-631, and 636-37, 1996.

Table A3-6. Persistence rates at NCAA Division II institutions for all full-time, degree-seeking students, by race/ethnicity and freshman cohort: 1994 and 1995

Freshman cohort	Total		**American Indian/ Alaska Native**		Asian/ Pacific Islander		Black		Hispanic		White		Other	
	Number	Percent persis-ting	**Number**	**Percent persis-ting**	Number	Percent persis-ting	Number	Percent persis-ting	Number	Percent persis-ting	Number	Percent persis-ting	Number	Percent persis-ting
Freshman cohort 1993-94 (1-year persistence rate)														
Total	159,191	69	**1,352**	**64**	6,803	80	25,119	65	7,795	66	112,391	69	5,731	70
Men	72,668	67	**587**	**63**	3,243	78	10,880	62	3,623	63	51,296	68	3,039	69
Women	86,523	71	**765**	**66**	3,560	81	14,239	68	4,172	69	61,095	71	2,692	71
Freshman cohort 1992-93 (1-year persistence rate)														
Total	160,263	69	**1,320**	**63**	6,594	80	25,403	65	7,553	67	113,889	70	5,504	68
Men	73,783	67	**607**	**62**	3,191	78	11,060	63	3,501	64	52,462	67	2,962	67
Women	86,480	71	**713**	**66**	3,403	81	14,343	66	4,052	70	61,427	71	2,542	69
Freshman cohort 1991-92 (2-year persistence rate)														
Total	157,961	56	**1,282**	**39**	6,544	68	25,324	52	7,439	53	112,095	57	5,277	51
Men	72,684	53	**553**	**34**	2,924	66	10,975	50	3,308	50	52,036	54	2,888	50
Women	85,277	58	**729**	**42**	3,620	70	14,349	54	4,131	55	60,059	59	2,389	52
Freshman cohort 1991-92 (3-year persistence rate)														
Total	149,121	50	**1,151**	**33**	5,715	61	23,881	45	6,770	45	106,411	51	5,193	47
Men	68,693	48	**499**	**31**	2,713	60	10,341	43	3,033	44	49,279	49	2,828	46
Women	80,428	52	**652**	**34**	3,002	62	13,540	47	3,737	47	57,132	53	2,365	47

NOTE: A persistence rate is based on comparison of the number of students who entered a college or university as first-time, full-time students in a given year and the number of those who reenrolled as full-time students in the fall of the following year. The persistence rates for the freshman cohort show the persistence rates for students who entered as freshmen in 1991-92, 1992-93, and 1993-94. They represent 3-, 2-, and 1-year persistence rates, respectively.

SOURCE: The National Collegiate Athletic Association, *1994 NCAA Division II and III Enrollment and Persistence Rates Report*, p. 12, 1994, and *1995 NCAA Division II and III Enrollment and Persistence Rates Report*, p. 12, 1995.

Table A3-7. Persistence rates at NCAA Division II public institutions for all full-time, degree-seeking students, by race/ethnicity and freshman cohort: 1994 and 1995

Freshman cohort	Total		American Indian/ Alaska Native		Asian/ Pacific Islander		Black		Hispanic		White		Other	
	Number	Percent persis-ting	Number	Percent persis-ting	Number	Percent persis-ting	Number	Percent persis-ting	Number	Percent persis-ting	Number	Percent persis-ting	Number	Percent persis-ting
Freshman cohort 1993-94 (1-year persistence rate)														
Total	121,805	68	1,245	54	5,863	80	15,668	62	6,605	66	88,957	68	3,467	69
Men	55,264	66	540	53	2,826	78	6,516	59	3,083	63	40,528	67	1,771	68
Women	66,541	69	705	54	3,037	81	9,152	64	3,522	69	48,429	70	1,696	71
Freshman cohort 1992-93 (1-year persistence rate)														
Total	123,219	68	1,221	53	5,661	80	16,835	62	6,352	67	89,734	68	3,416	66
Men	56,411	66	546	51	2,720	79	6,986	60	2,944	64	41,403	66	1,812	65
Women	66,808	69	675	55	2,941	81	9,849	63	3,408	70	48,331	70	1,604	67
Freshman cohort 1991-92 (2-year persistence rate)														
Total	123,060	55	1,205	38	5,768	69	16,543	49	6,397	53	89,626	55	3,521	52
Men	56,054	52	527	35	2,544	68	6,748	46	2,836	50	41,491	53	1,908	50
Women	67,006	57	678	41	3,224	70	9,795	51	3,561	55	48,135	57	1,613	54
Freshman cohort 1991-92 (3-year persistence rate)														
Total	114,568	49	1,064	33	4,958	63	15,077	43	5,794	45	84,519	50	3,156	47
Men	52,338	47	463	32	2,344	63	6,237	40	2,593	44	38,988	47	1,713	46
Women	62,230	51	601	33	2,614	63	8,840	45	3,201	46	45,531	52	1,443	48

NOTE: A persistence rate is based on comparison of the number of students who entered a college or university as first-time, full-time students in a given year and the number of those who reenrolled as full-time students in the fall of the following year. The persistence rates for the freshman cohort show the persistence rates for students who entered as freshmen in 1991-92, 1992-93, and 1993-94. They represent 3-, 2-, and 1-year persistence rates, respectively.

SOURCE: The National Collegiate Athletic Association, *1994 NCAA Division II and III Enrollment and Persistence Rates Report*, p. 13, 1994; and *1995 NCAA Division II and III Enrollment and Persistence Rates Report*, p. 13, 1995.

Table A3-8. Persistence rates at NCAA Division II private institutions for all full-time, degree-seeking students, by race/ethnicity and freshman cohort: 1994 and 1995

Freshman cohort	Total		American Indian/ Alaska Native		Asian/ Pacific Islander		Black		Hispanic		White		Other	
	Number	Percent persisting	Number	Percent persisting	Number	Percent persisting	Number	Percent persisting	Number	Percent persisting	Number	Percent persisting	Number	Percent persisting
Freshman cohort 1993-94 (1-year persistence rate)														
Total	37,386	73	107	56	940	78	9,451	71	1,190	69	23,434	74	2,264	71
Men	17,404	70	47	56	417	73	4,364	68	540	65	10,768	72	1,268	70
Women	19,982	75	60	57	523	82	5,087	73	650	72	12,666	76	996	72
Freshman cohort 1992-93 (1-year persistence rate)														
Total	37,044	73	99	58	933	76	8,568	70	1,201	67	24,155	74	2,088	71
Men	17,372	70	61	59	471	71	4,074	69	557	63	11,059	71	1,150	70
Women	19,672	75	38	55	462	80	4,494	71	644	70	13,096	77	938	72
Freshman cohort 1991-92 (2-year persistence rate)														
Total	34,901	60	77	43	776	57	8,781	58	1,042	53	22,469	62	1,756	49
Men	16,630	58	26	27	380	51	4,227	57	472	50	10,545	59	980	49
Women	18,271	62	51	51	396	64	4,554	59	570	56	11,924	65	776	49
Freshman cohort 1991-92 (3-year persistence rate)														
Total	34,553	54	87	33	757	49	8,804	49	976	47	21,892	57	2,037	46
Men	16,355	51	36	22	369	42	4,104	49	440	46	10,291	54	1,115	47
Women	18,198	56	51	41	388	56	4,700	49	536	49	11,601	60	922	45

NOTE: A persistence rate is based on comparison of the number of students who entered a college or university as first-time, full-time students in a given year and the number of those who reenrolled as full-time students in the fall of the following year. The persistence rates for the freshman cohort show the persistence rates for students who entered as freshmen in 1991-92, 1992-93, and 1993-94. They represent 3-, 2-, and 1-year persistence rates, respectively.

SOURCE: The National Collegiate Athletic Association, *1994 NCAA Division II and III Enrollment and Persistence Rates Report*, p. 14, 1994, and *1995 NCAA Division II and III Enrollment and Persistence Rates Report*, p. 14, 1995.

Table A3-9. Persistence rates at NCAA Division III institutions for all full-time, degree-seeking students, by race/ethnicity and freshman cohort: 1994 and 1995

Freshman cohort	Total		American Indian/ Alaska Native		Asian/ Pacific Islander		Black		Hispanic		White		Other	
	Number	Percent persisting	Number	Percent persisting	Number	Percent persisting	Number	Percent persisting	Number	Percent persisting	Number	Percent persisting	Number	Percent persisting
Freshman cohort 1993-94 (1-year persistence rate)														
Total	163,689	79	520	67	9,649	85	10,300	75	9,157	75	126,217	79	7,846	80
Men	74,893	77	263	67	4,609	85	4,026	71	3,704	72	58,145	78	4,146	80
Women	88,796	80	257	68	5,040	85	6,274	77	5,453	77	68,072	81	3,700	80
Freshman cohort 1992-93 (1-year persistence rate)														
Total	157,144	80	507	68	9,380	85	10,399	73	7,828	75	123,386	81	5,644	75
Men	71,109	78	220	61	4,425	85	4,071	71	3,156	74	56,481	79	2,756	75
Women	86,035	81	287	72	4,955	86	6,328	75	4,672	76	66,905	82	2,888	76
Freshman cohort 1991-92 (2-year persistence rate)														
Total	153,341	68	547	51	8,675	75	9,877	59	8,849	57	119,544	70	5,849	64
Men	70,290	68	218	53	4,082	75	3,957	57	3,652	56	55,509	69	2,872	64
Women	83,051	69	329	50	4,593	75	5,920	61	5,197	58	64,035	71	2,977	64
Freshman cohort 1991-92 (3-year persistence rate)														
Total	157,856	65	551	47	8,997	71	10,073	53	8,653	53	122,196	66	7,386	63
Men	72,989	63	225	48	4,294	70	4,069	49	3,588	50	56,963	64	3,850	65
Women	84,867	66	326	47	4,703	72	6,004	55	5,065	55	65,233	67	3,536	62

NOTE: A persistence rate is based on comparison of the number of students who entered a college or university as first-time, full-time students in a given year and the number of those who reenrolled as full-time students in the fall of the following year. The persistence rates for the freshman cohort show the persistence rates for students who entered as freshmen in 1991-92, 1992-93, and 1993-94. They represent 3-, 2-, and 1-year persistence rates, respectively.

SOURCE: The National Collegiate Athletic Association, *1994 NCAA Division II and III Enrollment and Persistence Rates Report*, p. 15, 1994, and *1995 NCAA Division II and III Enrollment and Persistence Rates Report*, p.15, 1995.

Table A3-10. Persistence rates at NCAA Division III public institutions for all full-time, degree-seeking students, by race/ethnicity and freshman cohort: 1994 and 1995

Freshman cohort	Total		**American Indian/ Alaska Native**		Asian/ Pacific Islander		Black		Hispanic		White		Other	
	Number	Percent persisting	**Number**	**Percent persisting**	Number	Percent persisting	Number	Percent persisting	Number	Percent persisting	Number	Percent persisting	Number	Percent persisting
Freshman cohort 1993-94 (1-year persistence rate)														
Total	57,173	76	**219**	**64**	4,026	85	5,055	73	4,704	75	40,932	76	2,237	72
Men	25,595	75	**118**	**63**	1,981	84	1,884	69	1,807	73	18,701	75	1,104	71
Women	31,578	77	**101**	**65**	2,045	96	3,171	75	2,897	76	22,231	78	1,133	72
Freshman cohort 1992-93 (1-year persistence rate)														
Total	56,220	77	**211**	**64**	3,953	83	4,791	72	4,349	71	40,943	78	1,973	71
Men	25,105	76	**95**	**55**	1,922	83	1,802	73	1,758	71	18,570	77	958	71
Women	31,115	78	**116**	**72**	2,031	84	2,989	71	2,591	71	22,373	79	1,015	70
Freshman cohort 1991-92 (2-year persistence rate)														
Total	57,059	65	**277**	**52**	3,781	70	4,705	57	4,177	58	42,007	66	2,112	61
Men	25,238	64	**108**	**56**	1,828	71	1,805	56	1,663	58	18,861	65	973	61
Women	31,821	66	**169**	**50**	1,953	69	2,900	58	2,514	58	23,146	67	1,139	61
Freshman cohort 1991-92 (3-year persistence rate)														
Total	56,850	60	**285**	**46**	3,797	66	4,824	51	4,266	54	41,475	61	2,203	54
Men	25,235	59	**114**	**49**	1,836	66	1,862	48	1,694	52	18,716	60	1,013	54
Women	31,615	61	**171**	**43**	1,961	66	2,962	53	2,572	55	22,759	63	1,190	55

NOTE: A persistence rate is based on comparison of the number of students who entered a college or university as first-time, full-time students in a given year and the number of those who reenrolled as full-time students in the fall of the following year. The persistence rates for the freshman cohort show the persistence rates for students who entered as freshmen in 1991-92, 1992-93, and 1993-94. They represent 3-, 2-, and 1-year persistence rates, respectively.

SOURCE: The National Collegiate Athletic Association, *1994 NCAA Division II and III Enrollment and Persistence Rates Report*, p. 16, 1994, and *1995 NCAA Division II and III Enrollment and Persistence Rates Report*, p.16, 1995.

Table A3-11. Persistence rates at NCAA Division III private institutions for all full-time, degree-seeking students, by race/ethnicity and freshman cohort: 1994 and 1995

Freshman cohort	Total		American Indian/ Alaska Native		Asian/ Pacific Islander		Black		Hispanic		White		Other	
	Number	Percent persisting	Number	Percent persisting	Number	Percent persisting	Number	Percent persisting	Number	Percent persisting	Number	Percent persisting	Number	Percent persisting
Freshman cohort 1993-94 (1-year persistence rate)														
Total	106,516	81	301	69	5,623	85	5,245	76	4,453	74	85,285	81	5,609	83
Men	49,298	79	145	70	2,628	85	2,142	72	1,897	70	39,444	79	3,042	83
Women	57,218	82	156	69	2,995	85	3,103	79	2,556	77	45,841	82	2,567	83
Freshman cohort 1992-93 (1-year persistence rate)														
Total	100,924	81	296	70	5,427	86	5,608	75	3,479	80	82,443	82	3,671	78
Men	46,004	80	125	66	2,503	86	2,269	69	1,398	78	37,911	80	1,798	76
Women	54,920	83	171	73	2,924	87	3,339	78	2,081	82	44,532	83	1,873	79
Freshman cohort 1991-92 (2-year persistence rate)														
Total	96,282	70	270	50	4,894	78	5,172	61	4,672	57	77,537	72	3,737	65
Men	45,052	69	110	49	2,254	78	2,152	57	1,989	54	36,648	71	1,899	65
Women	51,230	71	160	50	2,640	78	3,020	64	2,683	59	40,889	73	1,838	66
Freshman cohort 1991-92 (3-year persistence rate)														
Total	101,006	67	266	49	5,200	74	5,249	54	4,387	52	80,721	68	5,183	67
Men	47,754	66	111	47	2,458	73	2,207	51	1,894	48	38,247	67	2,837	68
Women	53,252	68	155	50	2,742	76	3,042	57	2,493	54	42,474	70	2,346	65

NOTE: A persistence rate is based on comparison of the number of students who entered a college or university as first-time, full-time students in a given year and the number of those who reenrolled as full-time students in the fall of the following year. The persistence rates for the freshman cohort show the persistence rates for students who entered as freshmen in 1991-92, 1992-93, and 1993-94. They represent 3-, 2-, and 1-year persistence rates, respectively.

SOURCE: The National Collegiate Athletic Association, *1994 NCAA Division II and III Enrollment and Persistence Rates Report*, p. 17, 1994, and *1995 NCAA Division II and III Enrollment and Persistence Rates Report*, p. 17, 1995.

Table A4-1. Associate's degrees conferred by institutions of higher education, by race/ethnicity and sex: Selected years, 1976-77 to 1993-94

Year and sex of student	Total	American Indian/ Alaska Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Non-resident alien
1976-77, total[1]	404,956	**2,498**	7,044	33,159	16,636	342,290	3,329
Men	209,672	**1,216**	3,630	15,330	9,105	178,236	2,155
Women	195,284	**1,282**	3,414	17,829	7,531	164,054	1,174
1978-79, total[2]	396,745	**2,336**	7,518	34,979	16,269	331,092	4,551
Men	187,284	**1,069**	4,058	14,425	8,135	156,671	2,926
Women	209,461	**1,267**	3,460	20,554	8,134	174,421	1,625
1980-81, total[3]	410,174	**2,584**	8,650	35,330	17,800	339,167	6,643
Men	183,819	**1,108**	4,557	14,290	8,327	151,242	4,295
Women	226,355	**1,476**	4,093	21,040	9,473	187,925	2,348
1984-85, total[4]	429,815	**2,953**	9,914	35,791	19,407	355,343	6,407
Men	190,409	**1,198**	5,492	14,184	8,561	157,278	3,696
Women	239,406	**1,755**	4,422	21,607	10,846	198,065	2,711
1986-87, total[5]	436,304	**3,195**	11,779	35,447	19,334	361,861	4,688
Men	190,839	**1,263**	6,169	13,959	8,760	158,132	2,556
Women	245,465	**1,932**	5,610	21,488	10,574	203,729	2,132
1988-89, total[6,7]	432,144	**3,331**	12,519	34,664	20,384	354,865	6,381
Men	183,963	**1,323**	6,366	12,884	9,217	150,978	3,195
Women	248,181	**2,008**	6,153	21,780	11,167	203,887	3,186
1989-90, total[6,8]	450,263	**3,530**	13,482	35,327	22,195	369,580	6,149
Men	188,631	**1,433**	6,477	13,147	9,859	154,748	2,967
Women	261,632	**2,097**	7,005	22,180	12,336	214,832	3,182
1990-91, total[6,9]	462,030	**3,672**	13,725	37,657	24,251	376,081	6,644
Men	190,221	**1,373**	6,440	13,718	10,210	155,330	3,150
Women	271,809	**2,299**	7,285	23,939	14,041	220,751	3,494
1991-92, total[6,10]	494,387	**4,008**	15,596	39,411	26,905	400,530	7,937
Men	202,808	**1,531**	7,254	14,294	11,536	164,799	3,394
Women	291,579	**2,477**	8,342	25,117	15,369	235,731	4,543
1992-93, total[6,11]	508,154	**4,379**	16,632	42,340	29,991	405,883	8,929
Men	209,051	**1,663**	7,877	15,497	12,924	167,312	3,778
Women	299,103	**2,716**	8,755	26,843	17,067	238,571	5,151
1993-94, total[6,12]	529,106	**4,871**	18,433	45,461	32,074	418,301	9,966
Men	214,462	**1,836**	8,288	16,971	13,204	170,137	4,080
Women	314,644	**3,035**	10,145	28,544	18,870	248,164	5,886

[1] Excludes 1,170 men and 251 women whose racial/ethnic group was not available.

[2] Excludes 4,807 men and 1,150 women whose racial/ethnic group was not available.

[3] Excludes 4,819 men and 1,384 women whose racial/ethnic group was not available.

[4] Racial/ethnic data were imputed for approximately 45,400 men and 55,400 women. This tabulation excludes 11,490 men and 10,862 women whose racial/ethnic group could not be imputed. In addition, data for 1,033 men and 1,512 women were not available by field of study and were not imputed by race.

[5] Excludes 3 men and 1 woman whose racial/ethnic group was not available.

[6] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported.

[7] Excludes 2,353 men and 2,267 women whose racial/ethnic group and field of study were not available.

[8] Excludes 2,564 men and 2,275 women whose racial/ethnic group and field of study were not available.

[9] Excludes 8,413 men and 11,277 women whose racial/ethnic group and field of study were not available.

[10] Excludes 4,673 men and 5,171 women whose racial/ethnic group and field of study were not available.

[11] Excludes 2,913 men and 3,689 women whose racial/ethnic group and field of study were not available.

[12] Excludes 799 men and 727 women whose racial/ethnic group and field of study were not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, various years; and Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys, various years. As published in NCES, *Digest of Education Statistics: 1997*, table 262, p. 292, 1997.

Table A4-2. Associate's degrees awarded to American Indians and Alaska Natives, by field of study: Selected years, 1984-85 to 1993-94

Field of study	1984-85[1]	1986-87[2]	1988-89[3]	1989-90[4]	1990-91[5]	1992-93[6]	1993-94[7]
All fields	2,953	3,196	3,335	3,530	3,672	4,379	4,871
Agriculture and natural resources	53	51	35	46	60	58	86
Architecture and environmental design	4	4	5	7	7	1	0
Area and ethnic studies	5	6	7	4	4	7	20
Business and management	796	811	783	750	775	848	871
Communications	11	22	20	15	31	17	23
Computer and information sciences	52	47	63	80	81	109	107
Education	101	134	128	176	154	198	187
Engineering	354	360	414	336	351	388	396
Fine and applied arts	116	185	107	126	138	219	224
Foreign languages	0	11	10	11	6	4	8
Health professions	372	403	413	441	469	662	751
Home economics and vocational home economics	63	54	77	67	48	47	78
Law	7	11	36	24	42	45	81
Letters	5	8	20	11	9	19	12
Library science	0	0	3	6	7	0	0
Life sciences	8	18	21	12	22	25	36
Mathematics	4	4	9	14	13	15	10
Military sciences	0	1	0	0	0	0	0
Physical sciences and science technologies	14	6	3	7	16	12	26
Psychology	11	17	13	9	16	18	34
Public affairs and services	126	144	159	193	198	256	259
Social sciences and history	35	52	45	62	63	100	105
Theology	1	1	2	0	1	5	5
Interdisciplinary studies	815	846	962	1,133	1,163	1,326	1,552

[1] Racial/ethnic data were imputed for approximately 45,400 men and 55,400 women. This tabulation excludes 11,490 men and 10,862 women whose racial/ethnic group could not be imputed. In addition, data for 1,025 men and 1,512 women were not available by field of study and were not imputed by race.

[2] This tabulation excludes 683 men and 146 women whose racial/ethnic group could not be imputed. Because of imputation methods, fields of study totals by race/ethnicity may differ slightly from field of study by sex.

[3] Revised from previously published data. Reported ethnic/racial distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 2,353 men and 2,267 women whose racial/ethnic group and field of study were not available.

[4] Revised from previously published data. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 2,564 men and 2,275 women whose racial/ethnic group and field of study were not available.

[5] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 8,413 men and 11,277 women whose racial/ethnic group and field of study were not available.

[6] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity were not reported. Excludes 2,913 men and 3,689 women whose racial/ethnic group and field of study were not available.

[7] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 799 men and 727 women whose racial/ethnic group and field of study were not available.

NOTE: Data for associate's degrees by race/ethnicity were not available prior to 1984-85.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Surveys (HEGIS), "Degrees and Other Formal Awards Conferred" survey, 1984-85; and Integrated Postsecondary Education Data System (IPEDS) "Completions" surveys, various years. As published in NCES, *Digest of Education Statistics: 1988*, table 181, pp. 217-218, 1988; *Digest of Education Statistics: 1990*, table 233, pp. 250-251, 1990; *Digest of Education Statistics: 1992*, table 248, p. 272, 1992; *Digest of Education Statistics: 1993*, table 254, p. 274, 1993; *Digest of Education Statistics: 1994*, table 253, p. 277, 1994; *Digest of Education Statistics: 1995*, table 258, p. 285, 1995; *Digest of Education Statistics: 1996*, table 257, p. 284, 1996; and *Digest of Education Statistics: 1997*, table 264, p. 294, 1997.

Table A4-3. Associate's degrees awarded to American Indians and Alaska Natives, by field of study and sex: Selected years, 1984-85 to 1993-94

Field of study	1984-85[1]	1986-87[2]	1988-89[3]	1989-90[4]	1990-91[5]	1992-93[6]	1993-94[7]
Men							
All fields	1,198	1,263	1,325	1,434	1,373	1,663	1,836
Agriculture and natural resources	41	36	29	33	44	37	59
Architecture and environmental design	2	1	2	2	0	0	0
Area and ethnic studies	0	3	2	2	0	2	10
Business and management	234	203	192	213	186	210	216
Communications	4	9	12	9	14	8	9
Computer and information sciences	16	20	24	29	24	36	36
Education	23	33	42	52	45	72	53
Engineering	313	320	363	302	315	343	353
Fine and applied arts	74	96	64	76	84	130	140
Foreign languages	0	6	5	6	3	1	2
Health professions	45	51	56	78	63	115	152
Home economics and vocational home economics	17	15	12	6	2	12	
Law	0	5	8	9	14	5	14
Letters	1	4	9	4	5	9	4
Library science	0	0	1	2	2	0	0
Life sciences	4	5	9	5	7	7	16
Mathematics	4	2	6	8	6	12	7
Military sciences	0	1	0	0	0	0	0
Physical sciences and science technologies	7	3	1	5	9	7	13
Psychology	2	6	5	3	2	6	8
Public affairs and services	64	60	88	108	104	128	138
Social sciences and history	10	18	15	23	15	33	32
Theology	0	0	0	0	1	3	2
Interdisciplinary studies	345	364	377	453	424	497	560
Women							
All fields	1,755	1,933	2,010	2,096	2,299	2,716	3,035
Agriculture and natural resources	12	15	6	13	16	21	27
Architecture and environmental design	2	3	3	5	7	1	0
Area and ethnic studies	5	3	5	2	4	5	10
Business and management	562	608	591	537	589	638	655
Communications	7	13	8	6	17	9	14
Computer and information sciences	36	27	39	51	57	73	71
Education	78	101	86	124	109	126	14
Engineering	41	40	51	34	36	45	43
Fine and applied arts	42	89	43	50	52	89	84
Foreign languages	0	5	5	5	3	3	6
Health professions	327	352	357	363	406	547	599
Home economics and vocational home economics	54	37	62	55	42	45	66
Law	7	6	28	15	28	40	67
Letters	4	4	11	7	4	10	8
Library science	0	0	2	4	5	0	0
Life sciences	4	13	12	7	15	18	20
Mathematics	0	2	3	6	7	3	3
Military sciences	0	0	0	0	0	0	0
Physical sciences and science technologies	7	3	2	2	7	5	13
Psychology	9	11	8	6	14	12	26
Public affairs and services	62	84	71	85	94	128	121
Social sciences and history	25	34	30	39	48	67	73
Theology	1	1	2	0	0	2	3
Interdisciplinary studies	470	482	585	680	739	829	992

[1] Racial/ethnic data were imputed for approximately 45,400 men and 55,400 women. This tabulation excludes 11,490 men and 10,862 women whose racial/ethnic group could not be imputed. In addition, data for 1,025 men and 1,512 women were not available by field of study and were not imputed by race.

[2] This tabulation excludes 683 men and 146 women whose racial/ethnic group could not be imputed. Because of imputation methods, fields of study totals by race/ethnicity may differ slightly from field of study by sex.

[3] Revised from previously published data. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 2,353 men and 2,267 women whose racial/ethnic group and field of study were not available.

[4] Revised from previously published data. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 2,564 men and 2,275 women whose racial/ethnic group and field of study were not available.

[5] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 8,413 men and 11,277 women whose racial/ethnic group and field of study were not available.

[6] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity were not reported. Excludes 2,913 men and 3,689 women whose racial/ethnic group and field of study were not available.

[7] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 799 men and 727 women whose racial/ethnic group and field of study were not available.

NOTE: Data for associate's degrees by race/ethnicity were not available prior to 1984-85.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Surveys (HEGIS), "Degrees and Other Formal Awards Conferred" survey, 1984-85, and Integrated Postsecondary Education Data System (IPEDS) "Completions" survey, various years. As published in NCES, *Digest of Education Statistics: 1988*, table 181, pp. 217-218, 1988; *Digest of Education Statistics: 1990*, table 233, pp. 250-251, 1990; *Digest of Education Statistics: 1992*, table 248, p. 272, 1992; *Digest of Education Statistics: 1993*, table 254, p. 274, 1993; *Digest of Education Statistics: 1994*, table 253, p. 277, 1994; *Digest of Education Statistics: 1995*, table 258, p. 285, 1995; *Digest of Education Statistics: 1996*, table 257, p. 284, 1996; and *Digest of Education Statistics: 1997*, table 264, p. 294, 1997.

Table A4-4. Percent distribution of American Indian and Alaska Native associate's degree recipients and total associate's degree recipients, by sex and field of study: 1984-85 and 1993-94

Sex and field of study	1984-85[1]				1993-94[2]			
	American Indian/ Alaska Native		Total		American Indian/ Alaska Native		Total	
	Number	Percent distribution	Number	Percent distribution	Number	Percent distribution	Number	Percent distribution
Men								
All fields	1,198	100.0	190,417	100.0	1,836	100.0	214,462	100.0
Agriculture and natural resources	41	3.4	4,347	2.3	59	3.2	3,822	1.8
Architecture and environmental design	2	0.2	211	0.1	0	0.0	115	0.1
Area and ethnic studies	0	0.0	1	**	10	0.5	25	**
Business and management	234	19.5	39,943	21.0	216	11.8	33,598	15.2
Communications	4	0.3	2,319	1.2	9	0.5	2,588	1.2
Computer and information sciences	16	1.3	6,102	3.2	36	2.0	4,624	2.2
Education	23	1.9	2,108	1.1	53	2.9	2,952	1.4
Engineering	313	26.1	54,330	28.5	353	19.2	46,176	21.5
Fine and applied arts	74	6.2	7,566	4.0	140	7.6	13,007	6.1
Foreign languages	0	0.0	183	0.1	2	0.1	147	0.1
Health professions	45	3.8	7,758	4.1	152	8.3	15,152	7.1
Home economics and vocational home economics	9	0.8	2,530	1.3	12	0.7	642	0.3
Law	0	0.0	275	0.1	14	0.8	1,029	0.5
Letters	1	0.1	252	0.1	4	0.2	513	0.2
Library science	0	0.0	9	**	0	0.0	16	**
Life sciences	4	0.3	381	0.2	16	0.9	707	0.3
Mathematics	4	0.3	429	0.2	7	0.4	395	0.2
Military sciences	0	0.0	23	0.0	0	0.0	245	0.1
Physical sciences and science technologies	7	0.6	1,252	0.7	13	0.7	1,477	0.7
Psychology	2	0.2	244	0.1	8	0.4	337	0.2
Public affairs and services	64	5.3	10,819	5.7	138	7.5	15,882	7.4
Social sciences and history	10	0.8	898	0.5	32	1.7	1,536	0.7
Theology	0	0.0	390	0.2	2	0.1	342	0.2
Interdisciplinary studies	345	28.8	48,049	25.2	560	30.5	70,135	32.7
Women								
All fields	1,788	100.0	239,406	100.0	3,035	100.0	314,644	100.0
Agriculture and natural resources	12	0.7	1,973	0.8	27	0.9	1,814	0.6
Architecture and environmental design	2	0.1	971	0.4	0	0.0	238	0.1
Area and ethnic studies	5	0.3	9	**	10	0.3	50	**
Business and management	562	32.0	76,794	32.1	655	21.6	71,597	22.8
Communications	7	0.4	1,545	0.6	14	0.5	1,933	0.6
Computer and information sciences	38	2.1	5,741	2.4	71	2.3	4,677	1.5
Education	78	4.4	4,903	2.0	134	4.4	6,319	2.0
Engineering	41	2.3	5,061	2.1	43	1.4	4,914	1.6
Fine and applied arts	42	2.4	5,319	2.2	74	2.4	9,577	3.0
Foreign languages	0	0.0	167	0.1	6	0.2	345	0.1
Health professions	337	18.8	58,106	24.3	599	19.7	79,449	25.3
Home economics and vocational home economics	54	3.1	6,561	2.7	66	2.2	6,821	2.2
Law	7	0.4	1,686	0.7	67	2.2	7,652	2.4
Letters	4	0.2	393	0.2	8	0.3	858	0.3
Library science	0	0.0	99	**	0	0.0	102	**
Life sciences	4	0.2	471	0.2	20	0.7	1,064	0.3
Mathematics	0	0.0	264	0.1	3	0.1	309	0.1
Military sciences	0	0.0	0	0.0	0	0.0	20	**
Physical sciences and science technologies	7	0.4	747	0.3	13	0.4	1,069	0.3
Psychology	9	0.5	577	0.2	26	0.9	1,040	0.3
Public affairs and services	62	3.5	5,286	2.2	121	4.0	8,690	2.8
Social sciences and history	25	1.4	1,188	0.5	73	2.4	2,400	0.8
Theology	1	0.1	299	0.1	3	0.1	299	0.1
Interdisciplinary studies	470	26.3	61,246	25.6	992	32.7	103,407	32.9

**Less than 0.5 percent.

[1] Racial/ethnic data were imputed for approximately 45,400 men and 55,400 women. This tabulation excludes 11,490 men and 10,862 women whose racial/ethnic group could not be imputed. In addition, data for 1,025 men and 1,512 women were not available by field of study and were not imputed by race.

[2] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 799 men and 727 women whose racial/ethnic group and field of study were not available.

NOTE: Data for associate's degrees by race/ethnicity were not available prior to 1984-85.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" survey, 1984-85; and Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, 1993-94. As published in NCES, *Digest of Education Statistics: 1988*, table 181, pp. 217-218, 1988; *Digest of Education Statistics: 1996*, table 257, p. 284, 1996; and *Digest of Education Statistics: 1997*, table 264, p. 294, 1997.

Table A4-5. Bachelor's degrees conferred by institutions of higher education, by race/ethnicity and sex of student: Selected years, 1976-77 to 1993-94

Year and sex of student	Total	American Indian/ Alaska Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Non-resident alien
1976-77, total[1]	917,900	**3,326**	13,793	58,636	18,743	807,688	15,714
Men	494,424	**1,804**	7,638	25,147	10,318	438,161	11,356
Women	423,476	**1,522**	6,155	33,489	8,425	369,527	4,358
1978-79, total[2]	919,540	**3,410**	15,407	60,246	20,096	802,542	17,839
Men	476,065	**1,736**	8,261	24,659	10,418	418,215	12,776
Women	443,475	**1,674**	7,146	35,587	9,678	384,327	5,063
1980-81, total[3]	934,800	**3,593**	18,794	60,673	21,832	807,319	22,589
Men	469,625	**1,700**	10,107	24,511	10,810	406,173	16,324
Women	465,175	**1,893**	8,687	36,162	11,022	401,146	6,265
1984-85, total[4]	968,311	**4,246**	25,395	57,473	25,874	826,106	29,217
Men	476,148	**1,998**	13,554	23,018	12,402	405,085	20,091
Women	492,163	**2,248**	11,841	34,455	13,472	421,021	9,126
1986-87, total[5]	991,264	**3,968**	32,624	56,560	26,988	841,818	29,306
Men	480,782	**1,817**	17,253	22,501	12,865	406,749	19,597
Women	510,482	**2,151**	15,371	34,059	14,123	435,069	9,709
1988-89, total[5,6]	1,016,350	**3,951**	37,674	58,078	29,918	859,703	27,026
Men	481,946	**1,730**	19,260	22,370	13,950	407,154	17,482
Women	534,404	**2,221**	18,414	35,708	15,968	452,549	9,544
1989-90, total[5,7]	1,048,631	**4,392**	39,248	61,063	32,844	884,376	26,708
Men	490,317	**1,859**	19,721	23,262	14,941	413,573	16,961
Women	558,314	**2,533**	19,527	37,801	17,903	470,803	9,747
1990-91, total[5,8]	1,081,280	**4,513**	41,618	65,341	36,612	904,062	29,134
Men	496,424	**1,901**	20,678	24,328	16,158	415,505	17,854
Women	584,856	**2,612**	20,940	41,013	20,454	448,557	11,280
1991-92, total[5,9]	1,129,833	**5,176**	46,720	72,326	40,761	936,771	28,079
Men	516,976	**2,182**	23,248	26,956	17,976	429,842	16,772
Women	612,857	**2,994**	23,472	45,370	22,785	506,929	11,307
1992-93, total[5,10]	1,159,931	**5,671**	51,463	77,872	45,376	947,309	32,240
Men	530,541	**2,449**	25,293	28,883	19,865	435,084	18,967
Women	629,390	**3,222**	26,170	48,989	25,511	512,225	13,273
1993-94, total[5,11]	1,165,973	**6,189**	55,660	83,576	50,241	936,227	34,080
Men	530,804	**2,616**	26,938	30,648	21,807	429,121	19,674
Women	635,169	**3,573**	28,722	52,928	28,434	507,106	14,406

[1] Excludes 1,121 men and 528 women whose racial/ethnic group was not available

[2] Excludes 1,279 men and 571 women whose racial/ethnic group was not available

[3] Excludes 258 men and 82 women whose racial/ethnic group was not available

[4] Excludes 6,380 men and 4,786 women whose racial/ethnic group was not available

[5] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported

[6] Excludes 1,400 men and 1,005 women whose racial/ethnic group were not available

[7] Excludes 1,379 men and 1,334 women whose racial/ethnic group were not available

[8] Excludes 7,621 men and 5,637 women whose racial/ethnic group were not available

[9] Excludes 3,835 men and 2,885 women whose racial/ethnic group were not available

[10] Excludes 2,340 men and 2,907 women whose racial/ethnic group were not available

[11] Excludes 1,618 men and 1,684 women whose racial/ethnic group was not available

NOTE: Updated totals are available for 1992-93, but not by sex of student

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, various years, and Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys, various years. As published in NCES, *Digest of Education Statistics: 1996*, table 259, p. 286, 1996

Table A4-6. Bachelor's degrees awarded to American Indians and Alaska Natives, by field of study: Selected years, 1976-77 to 1993-94

Field of study	1976-77[1]	1978-79[1]	1980-81[2]	1984-85[3]	1986-87[4]	1988-89[5]	1989-90[6]	1990-91[7]	1992-93[8]	1993-94[9]
All fields	3,319	3,404	3,593	4,246	3,971	3,954	4,393	4,513	5,671	6,189
Agriculture and natural resources	113	84	96	70	58	69	77	65	90	128
Architecture and environmental design	36	25	24	35	26	39	26	33	35	36
Area and ethnic studies	11	7	4	16	29	25	28	26	51	53
Business and management	433	505	636	921	783	797	845	868	1,051	1,036
Communications	69	69	110	155	132	129	179	155	211	225
Computer and information sciences	15	11	21	139	116	88	94	82	83	79
Education	707	645	569	483	452	533	596	618	644	739
Engineering	134	162	195	313	289	280	216	235	284	324
Fine and applied arts	176	169	187	200	184	124	166	200	215	229
Foreign languages	33	22	25	23	24	36	28	45	53	55
Health professions	154	206	209	273	274	239	266	285	348	398
Home economics and vocational home economics	57	79	73	73	119	51	69	59	59	87
Law	4	3	2	4	2	5	10	11	12	14
Letters	117	110	103	161	110	182	220	184	281	297
Library science	2	2	2	0	0	0	0	0	1	0
Life sciences	157	148	137	161	147	146	133	180	215	252
Mathematics	26	41	18	59	53	51	48	47	56	61
Military sciences	0	0	1	0	1	0	0	1	0	0
Physical sciences and science technologies	67	63	65	98	74	62	76	70	93	85
Psychology	167	177	196	201	186	212	226	242	344	404
Public affairs and services	202	217	224	202	199	228	276	302	371	441
Social sciences and history	472	497	474	447	464	414	520	522	772	783
Theology	8	11	5	20	15	12	12	12	27	20
Interdisciplinary studies	159	151	217	192	234	232	282	271	375	443

[1] Excludes degrees not reported by racial/ethnic group. More than 99.5 percent of the bachelor's degrees conferred were reported by racial/ethnic group and are included.

[2] This tabulation excludes 258 men and 82 women whose racial/ethic group was not reported.

[3] Racial/ethnic data were imputed for 17,797 men and 16,976 women. This tabulation excludes 6,380 men and 4,786 women whose racial/ethnic group could not be imputed.

[4] This tabulation excludes 74 men and 5 women whose racial/ethnic group could not be imputed. Because of imputation methods, fields of study totals by race/ethnicity may differ slightly from fields of study by sex of students.

[5] Revised from previously published data. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 1,400 men and 1,005 women whose racial/ethnic group and field of study were not available.

[6] Revised from previously published data. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 1,379 men and 1,334 women whose racial/ethnic group and field of study were not available.

[7] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity were not reported. Excludes 7,621 men and 5,637 women whose racial/ethnic group and field of study were not available.

[8] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity were not reported. Excludes 2,340 men and 2,907 women whose racial/ethnic group and field of study were not available.

[9] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 1,618 men and 1,684 women whose racial/ethnic group and field of study were not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Surveys (HEGIS) "Degrees and Other Awards Conferred" surveys, various years; and Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys, various years. As published in NCES, *Digest of Education Statistics: 1980*, table 111, pp. 125-126, 1980; *Digest of Education Statistics: 1982*, table 109, pp. 122-123, 1982; *Digest of Education Statistics 1987*, table 159, pp. 195-196, 1987; *Digest of Education Statistics: 1988*, table 183, pp. 220-221, 1988; *Digest of Education Statistics: 1990*, table 235, pp. 253-254, 1990; *Digest of Education Statistics: 1992*, table 251, p. 275, 1992; *Digest of Education Statistics: 1993*, table 257, p. 277, 1993; *Digest of Education Statistics: 1994*, table 256, p. 280, 1994; and *Digest of Education Statistics: 1996*, tables 260-261, pp. 287-288, 1996.

Table A4-7. Percent distribution of American Indian and Alaska Native bachelor's degree recipients and total bachelor's degree recipients, by field of study: 1976-77 and 1993-94

Field of study	1976-77[1]				1993-94[2]			
	American Indian/ Alaska Native		Total		American Indian/ Alaska Native		Total	
	Number	Percent distribution	Number	Percent distribution	Number	Percent distribution	Number	Percent distribution
All fields	3,319	100.0	915,131	100.0	6,189	100.0	1,165,973	100.0
Agriculture and natural resources	113	3.4	21,467	2.3	128	2.1	18,070	1.5
Architecture and environmental design	36	1.1	9,173	1.0	36	0.6	8,975	0.8
Area and ethnic studies	11	0.3	2,933	0.3	53	0.9	5,573	0.5
Business and management	433	13.0	151,723	16.6	1,036	16.7	246,654	21.2
Communications	69	2.1	23,194	2.5	225	3.6	51,827	4.4
Computer and information sciences	15	0.5	6,370	0.7	79	1.3	24,200	2.1
Education	707	21.3	143,462	15.7	739	11.9	107,600	9.2
Engineering	134	4.0	48,548	5.3	324	5.2	78,225	6.7
Fine and applied arts	176	5.3	41,544	4.5	229	3.7	49,473	4.2
Foreign languages	33	1.0	13,924	1.5	55	0.9	14,378	1.2
Health professions	154	4.6	57,328	6.3	398	6.4	74,421	6.4
Home economics and vocational home economics	57	1.7	17,410	1.9	87	1.4	15,522	1.3
Law	4	0.1	557	0.1	14	0.2	2,171	0.2
Letters	117	3.5	47,025	5.1	297	4.8	61,470	5.3
Library science	2	0.1	781	0.1	0	0.0	62	**
Life sciences	157	4.7	53,516	5.8	252	4.1	51,383	4.4
Mathematics	26	0.8	14,086	1.5	61	1.0	14,396	1.2
Military sciences	0	0.0	177	**	0	0.0	19	**
Physical sciences and science technologies	67	2.0	22,187	2.4	85	1.4	18,400	1.6
Psychology	167	5.0	47,269	5.2	404	6.5	69,259	5.9
Public affairs and services	202	6.1	36,341	4.0	441	7.1	56,217	4.8
Social sciences and history	472	14.2	116,802	12.8	783	12.7	133,680	11.5
Theology	8	0.2	5,900	0.6	20	0.3	5,434	0.5
Interdisciplinary studies	159	4.8	33,414	3.7	443	7.2	58,564	5.0

**Less than 0.5 percent

[1] Excludes degrees not reported by racial/ethnic group. More than 99.5 percent of the bachelor's degrees conferred were reported by racial/ethnic group and are included.

[2] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 1,618 men and 1,684 women whose racial/ethnic group and field of study were not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" survey, 1976-77; and Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, 1993-94. As published in NCES, *Digest of Education Statistics: 1980*, table 111, pp. 125-126, 1980; and *Digest of Education Statistics: 1996*, table 260, p. 287, 1996.

Table A4-8. Bachelor's degrees awarded to American Indians and Alaska Natives, by sex and field of study: Selected years, 1976-77 to 1993-94

Field of study	1976-77	1978-79	1980-81[1]	1984-85[2]	1986-87[3]	1988-89[4]	1989-90[5]	1990-91[6]	1992-93[7]	1993-94[8]
Men										
All fields	1,797	1,730	1,700	1,998	1,819	1,731	1,861	1,901	2,449	2,616
Agriculture and natural resources	95	61	81	47	38	45	48	40	63	78
Architecture and environmental design	34	19	20	24	15	28	17	19	23	22
Area and ethnic studies	5	1	3	7	9	7	13	13	17	19
Business and management	328	346	388	495	400	350	402	423	530	474
Communications	33	39	51	61	58	58	76	66	89	95
Computer and information sciences	13	11	17	76	63	56	62	50	54	60
Education	240	197	164	165	124	170	154	178	154	199
Engineering	126	150	173	263	247	234	188	202	237	271
Fine and applied arts	80	74	73	73	82	52	68	79	84	110
Foreign languages	11	7	10	4	10	6	6	13	21	18
Health professions	28	51	39	49	46	45	39	51	69	82
Home economics and vocational home economics	6	5	1	5	18	5	1	6	6	11
Law	3	3	1	2	1	4	7	6	4	8
Letters	57	62	44	65	48	68	75	59	123	113
Library science	1	0	1	0	0	0	0	0	0	0
Life sciences	103	97	67	89	79	70	74	86	105	115
Mathematics	16	28	10	36	33	37	25	20	27	30
Military sciences	0	0	1	0	1	0	0	1	0	0
Physical sciences and science technologies	51	45	44	65	46	44	54	47	62	53
Psychology	73	87	68	75	65	60	77	71	96	116
Public affairs and services	105	83	91	76	78	76	97	107	147	179
Social sciences and history	294	273	241	229	249	213	263	256	372	385
Theology	5	8	5	10	13	8	5	6	18	16
Interdisciplinary studies	90	83	107	82	96	95	110	102	148	162
Women										
All fields	1,522	1,674	1,893	2,248	2,152	2,223	2,532	2,612	3,222	3,573
Agriculture and natural resources	18	23	15	23	20	24	29	25	27	50
Architecture and environmental design	2	6	4	11	11	11	9	14	12	14
Area and ethnic studies	6	6	1	9	20	18	15	13	34	34
Business and management	105	159	248	426	383	447	443	445	521	562
Communications	36	30	59	94	74	71	103	89	122	130
Computer and information sciences	2	0	4	63	53	32	32	32	29	19
Education	467	448	405	318	328	363	442	440	490	540
Engineering	8	12	22	50	42	46	28	33	47	53
Fine and applied arts	96	95	114	127	102	72	98	121	131	119
Foreign languages	22	15	15	19	14	30	22	32	32	37
Health professions	126	155	170	224	228	194	227	234	279	316
Home economics and vocational home economics	51	74	72	68	101	46	68	53	53	76
Law	1	0	1	2	1	1	3	5	8	6
Letters	60	48	59	96	62	114	145	125	158	184
Library science	1	2	1	0	0	0	0	0	1	0
Life sciences	54	51	70	72	68	76	59	94	110	137
Mathematics	10	13	8	23	20	14	23	27	29	31
Military sciences	0	0	0	0	0	0	0	0	0	0
Physical sciences and science technologies	16	18	21	33	28	18	22	23	31	32
Psychology	94	90	128	126	121	152	149	171	248	288
Public affairs and services	97	134	133	126	121	152	179	195	224	262
Social sciences and history	178	224	233	218	215	201	257	266	400	398
Theology	3	3	0	10	2	4	7	6	9	4
Interdisciplinary studies	69	68	110	110	138	137	172	169	227	281

[1] This tabulation excludes 258 men and 82 women whose racial/ethnic group was not reported.

[2] Racial/ethnic data were imputed for 17,797 men and 16,976 women. This tabulation excludes 6,380 men and 4,786 women whose racial/ethnic group could not be imputed.

[3] This tabulation excludes 74 men and 5 women whose racial/ethnic group could not be imputed. Because of imputation methods, fields of study totals by race/ ethnicity may differ from fields of study by sex of student.

[4] Revised from previously published data. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 1,400 men and 1,005 women whose race/ethnic group and field of study were not available.

[5] Revised from previously published data. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity were not reported. Excludes 1,379 men and 1,334 women whose racial/ethnic group and field of study were not available.

[6] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity were not reported. Excludes 7,621 men and 5,637 women whose racial/ethnic group and field of study were not available.

[7] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity were not reported. Excludes 2,340 men and 2,907 women whose racial/ethnic group and field of study were not available.

[8] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity were not reported. Excludes 1,618 men and 1,684 women whose racial/ethnic group and field of study were not available.

NOTE: Data for bachelor's degrees awarded by sex in 1976-77 and 1978-79 were taken from NCES, *Degrees Conferred in Institutions of Higher Education, by Race/Ethnicity and Sex: 1976 through 1986-87,* as these data were not available in the *Digest of Education Statistics*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Surveys (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, various years; and Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, various years. As published in NCES, *Degrees Conferred by Institutions of Higher Education, by Race/Ethnicity and Sex: 1976-77 through 1986-87,* table A1, p. 31, 1990; and *Digest of Education Statistics: 1987,* table 159, pp. 195-196, 1987; *Digest of Education Statistics: 1988,* table 183, pp. 220-221, 1988; *Digest of Education Statistics: 1990,* table 235, pp. 253-254, 1990; *Digest of Education Statistics: 1992,* table 251, p. 275, 1992; *Digest of Education Statistics: 1993,* table 257, p. 277, 1993; *Digest of Education Statistics: 1994,* table 256, p. 280, 1994; and *Digest of Education Statistics: 1996,* tables 260-261, pp. 287-288, 199

Table A4-9. Percent distribution of American Indian and Alaska Native bachelor's degree recipients and total bachelor's degree recipients, by sex and field of study: 1976-77 and 1993-94

Field of study	1976-77				1993-94*			
	American Indian/ Alaska Native		Total		American Indian/ Alaska Native		Total	
	Number	Percent distribution	Number	Percent distribution	Number	Percent distribution	Number	Percent distribution
Men								
All fields	1,797	100.0	491,655	100.0	2,616	100.0	530,804	100.0
Agriculture and natural resources	95	3.0	16,690	3.4	78	3.0	11,748	2.2
Architecture and environmental design	34	0.8	7,241	1.5	22	0.8	5,764	1.1
Area and ethnic studies	5	0.7	1,277	0.3	19	0.7	1,958	0.4
Business and management	328	18.1	116,176	23.6	474	18.1	129,161	24.3
Communications	33	3.6	12,916	2.6	95	3.6	21,359	4.0
Computer and information sciences	13	2.3	4,839	1.0	60	2.3	17,317	3.3
Education	240	7.6	39,872	8.1	199	7.6	24,450	4.6
Engineering	126	10.4	46,331	9.4	271	10.4	66,597	12.5
Fine and applied arts	80	4.2	15,965	3.2	110	4.2	19,846	3.7
Foreign languages	11	0.7	3,360	0.7	18	0.7	4,304	0.8
Health professions	28	3.1	11,947	2.4	82	3.1	13,062	2.5
Home economics and vocational home economics	6	0.4	722	0.1	11	0.4	1,933	0.4
Law	3	0.3	403	0.1	8	0.3	648	0.1
Letters	57	4.3	20,436	4.2	113	4.3	23,269	4.4
Library science	1	**	71	**	0	0.0	5	**
Life sciences	103	4.4	34,136	6.9	115	4.4	25,050	4.7
Mathematics	16	1.1	8,193	1.7	30	1.1	7,735	1.5
Military sciences	0	0.0	176	**	0	0.0	16	**
Physical sciences and science technologies	51	2.0	17,687	3.6	53	2.0	12,223	2.3
Psychology	73	4.4	20,453	4.2	116	4.4	18,642	3.5
Public affairs and services	105	6.8	20,101	4.1	179	6.8	27,411	5.2
Social sciences and history	294	14.7	70,692	14.4	385	14.7	72,006	13.6
Theology	5	0.6	4,400	0.9	16	0.6	4,125	0.8
Interdisciplinary studies	90	6.2	17,571	3.6	162	6.2	22,175	4.2
Women								
All fields	1,522	100.0	423,476	100.0	3,573	100.0	635,169	100.0
Agriculture and natural resources	18	1.4	4,777	1.1	50	1.4	6,322	1.0
Architecture and environmental design	2	0.4	1,932	0.5	14	0.4	3,211	0.5
Area and ethnic studies	6	1.0	1,656	0.4	34	1.0	3,615	0.6
Business and management	105	15.7	35,547	8.4	562	15.7	117,493	18.5
Communications	36	3.6	10,278	2.4	130	3.6	30,468	4.8
Computer and information sciences	2	0.5	1,531	0.4	19	0.5	6,883	1.1
Education	467	15.1	103,590	24.5	540	15.1	83,150	13.1
Engineering	8	1.5	2,217	0.5	53	1.5	11,628	1.8
Fine and applied arts	96	3.3	25,579	6.0	119	3.3	29,627	4.7
Foreign languages	22	1.0	10,564	2.5	37	1.0	10,074	1.6
Health professions	126	8.8	45,381	10.7	316	8.8	61,359	9.7
Home economics and vocational home economics	51	2.1	16,688	3.9	76	2.1	13,589	2.1
Law	1	0.2	154	**	6	0.2	1,523	0.2
Letters	60	5.1	26,589	6.3	184	5.1	38,201	6.0
Library science	1	**	710	0.2	0	0.0	57	**
Life sciences	54	3.8	19,380	4.6	137	3.8	26,333	4.1
Mathematics	10	0.9	5,893	1.4	31	0.9	6,661	1.0
Military sciences	0	0.0	1	**	0	0.0	3	**
Physical sciences and science technologies	16	0.9	4,500	1.1	32	0.9	6,177	1.0
Psychology	94	8.1	26,816	6.3	288	8.1	50,617	8.0
Public affairs and services	97	7.3	16,240	3.8	262	7.3	28,806	4.5
Social sciences and history	178	11.1	46,110	10.9	398	11.1	61,674	9.7
Theology	3	0.1	1,500	0.4	4	0.1	1,309	0.2
Interdisciplinary studies	69	7.9	15,843	3.7	281	7.9	36,389	5.7

*Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 1,618 men and 1,684 women whose racial/ethnic group and field of study were not available.

**Less than 0.5 percent.

NOTE: Data for bachelor's degrees awarded by sex in 1976-77 and 1978-79 were taken from NCES, *Degrees Conferred in Institutions of Higher Education, by Race/Ethnicity and Sex: 1976-77 through 1986-87,* as these data were not available in the *Digest of Education Statistics.*

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" survey, 1976-77, and Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, 1993-94. As published in NCES, *Degrees Conferred in Institutions of Higher Education, by Race/Ethnicity and Sex: 1976-77 through 1986-87,* table A1, p. 31, October 1990; and NCES, *Digest of Education Statistics: 1996,* table 260, p. 287, 1996.

Table A4-10. Bachelor's degrees conferred to American Indians and Alaska Natives, by state: 1993-94

State	Total	American Indian/Alaska Native	
		Total	Percent
Total	1,169,275	6,064	0.5
Alabama*	21,150	57	0.3
Alaska	1,396	92	6.6
Arizona	16,093	236	1.5
Arkansas	8,549	37	0.4
California*	111,848	972	0.9
Colorado*	19,973	175	0.9
Connecticut*	14,152	39	0.3
Delaware	4,187	7	0.2
District of Columbia	7,184	10	0.1
Florida	44,075	126	0.3
Georgia	26,283	35	0.1
Hawaii	4,314	12	0.3
Idaho	4,203	38	0.9
Illinois	52,330	115	0.2
Indiana	30,769	63	0.2
Iowa	17,846	27	0.2
Kansas	14,599	88	0.6
Kentucky	4,629	16	0.1
Louisiana	17,787	53	0.3
Maine	5,953	37	0.6
Maryland*	21,657	63	0.3
Massachusetts	42,351	122	0.3
Michigan	44,925	192	0.4
Minnesota	24,746	125	0.5
Mississippi	10,524	16	0.2
Missouri	27,494	98	0.4
Montana	4,357	92	2.1
Nebraska	10,087	29	0.3
Nevada	3,276	21	0.6
New Hampshire	7,546	30	0.4
New Jersey	25,234	57	0.2
New Mexico	6,118	171	2.8
New York*	94,389	251	0.3
North Carolina	32,730	216	0.7
North Dakota	4,558	76	1.7
Ohio*	50,982	105	0.2
Oklahoma	15,734	926	6.0
Oregon	13,272	132	1.0
Pennsylvania	64,326	82	0.1
Rhode Island	9,145	17	0.2
South Carolina	15,318	24	0.2
South Dakota	4,164	93	2.2
Tennessee	19,992	32	0.2
Texas	69,298	260	0.4
Utah	14,191	80	0.6
Vermont	4,671	12	0.3
Virginia	31,226	90	0.3
Washington	21,321	252	1.2
West Virginia	9,045	12	0.1
Wisconsin	27,484	138	0.5
Wyoming	1,794	15	0.8

*Includes data for U.S. Service Schools located in state.

NOTE: Totals for bachelor's degrees in 1993-94 included 1,449 degrees for which race/ethnicity was not reported.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, "Completions" survey, 1993-94 and "Consolidated" survey, 1994. As published in NCES, *Degrees and Other Awards Conferred by Institutions of Higher Education: 1993-94*, table 7b, p. 32, 1996.

Table A4-11. Master's degrees conferred by institutions of higher education, by race/ethnicity and sex of student: Selected years, 1976-77 to 1993-94

Year and sex of student	Total	American Indian/ Alaska Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Non-resident alien
1976-77, total[1]	316,602	**967**	5,122	21,037	6,071	266,061	17,344
Men	167,396	**521**	3,123	7,781	3,268	139,210	13,493
Women	149,206	**446**	1,999	13,256	2,803	126,851	3,851
1978-79, total[2]	300,255	**999**	5,496	19,418	5,555	249,360	19,427
Men	152,637	**495**	3,325	7,070	2,786	124,058	14,903
Women	147,618	**504**	2,171	12,348	2,769	125,302	4,524
1980-81, total[3]	294,183	**1,034**	6,282	17,133	6,461	241,216	22,057
Men	145,666	**501**	3,773	6,158	3,085	115,562	16,587
Women	148,517	**533**	2,509	10,975	3,376	125,654	5,470
1984-85, total[4]	280,421	**1,256**	7,782	13,939	6,864	223,628	26,952
Men	139,417	**583**	4,842	5,200	3,059	106,059	19,674
Women	141,004	**673**	2,940	8,739	3,805	117,569	7,278
1986-87, total[5]	289,349	**1,103**	8,559	13,873	7,044	228,874	29,896
Men	141,269	**518**	5,239	5,153	3,331	105,572	21,456
Women	148,080	**585**	3,320	8,720	3,713	123,302	8,440
1988-89, total[5,6]	309,770	**1,086**	10,335	14,095	7,277	242,764	34,213
Men	148,872	**476**	6,048	5,175	3,325	109,715	24,133
Women	160,898	**610**	4,287	8,920	3,952	133,049	10,080
1989-90, total[5,7]	322,465	**1,101**	10,577	15,446	7,950	251,690	35,701
Men	152,926	**463**	6,002	5,539	3,586	112,877	24,459
Women	169,539	**638**	4,575	9,907	4,364	138,813	11,242
1990-91, total [5,8]	328,645	**1,136**	11,180	16,139	8,386	255,281	36,523
Men	151,796	**459**	6,319	5,709	3,670	111,224	24,415
Women	176,849	**677**	4,861	10,430	4,716	144,057	12,108
1991-92, total[5,9]	348,682	**1,273**	12,658	18,116	9,358	268,371	38,906
Men	159,543	**523**	7,062	6,054	4,132	116,096	25,676
Women	189,139	**750**	5,596	12,062	5,226	152,275	13,230
1992-93, total[5,10]	368,701	**1,407**	13,866	19,780	10,665	278,829	44,154
Men	168,754	**586**	7,544	6,821	4,735	120,225	28,843
Women	199,947	**821**	6,322	12,959	5,930	158,604	15,311
1993-94, total[5,11]	385,419	**1,697**	15,267	21,937	11,913	288,288	46,317
Men	175,355	**691**	8,225	7,413	5,113	123,854	30,059
Women	210,064	**1,006**	7,042	14,524	6,800	164,434	16,258

[1] Excludes 387 men and 175 women whose racial/ethnic group was not available.

[2] Excludes 733 men and 91 women whose racial/ethnic group was not available.

[3] Excludes 1,377 men and 179 women whose racial/ethnic group was not available.

[4] Excludes 3,973 men and 1,857 women whose racial/ethnic group was not available.

[5] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported.

[6] Excludes 482 men and 369 women whose racial/ethnic group were not available.

[7] Excludes 727 men and 1,109 women whose racial/ethnic group were not available.

[8] Excludes 4,686 men and 3,837 women whose racial/ethnic group were not available.

[9] Excludes 2,299 men and 1,857 women whose racial/ethnic group were not available.

[10] Excludes 504 men and 380 women whose racial/ethnic group were not available.

[11] Excludes 730 men and 921 women whose racial/ethnic group was not available.

NOTE: Updated totals are available for 1992-93, but not by sex of student.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Inforamtion Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, various years; and Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys, various years. As published in NCES, *Digest of Education Statistics: 1996*, table 262, p. 289, 1996.

Table A4-12. Master's degrees awarded to American Indians and Alaska Natives, by field of study: Selected years, 1976-77 to 1993-94

Field of study	1976-77[1]	1978-79[2]	1980-81[3]	1984-85[4]	1986-87[5]	1988-89[6]	1989-90[7]	1990-91[8]	1992-93[9]	1993-94[10]
All fields	967	999	1,034	1,256	1,104	1,086	1,099	1,136	1,407	1,697
Agriculture and natural resources	12	5	7	6	6	6	11	8	10	12
Architecture and environmental design	9	6	5	10	8	8	7	10	12	12
Area and ethnic studies	0	2	6	8	5	7	9	12	10	17
Business and management	106	135	155	271	170	181	188	201	269	299
Communications	4	2	9	11	12	14	10	6	11	23
Computer and information sciences	3	16	12	41	23	41	7	15	15	19
Education	484	451	453	468	376	381	411	405	459	605
Engineering	23	24	31	49	64	38	43	45	61	65
Fine and applied arts	27	31	22	40	47	33	38	26	47	51
Foreign languages	3	3	8	5	4	2	3	7	6	9
Health professions	45	59	54	61	62	79	83	95	120	137
Home economics and vocational home economics	1	6	10	11	17	9	4	8	9	7
Law	1	4	1	3	4	3	1	1	5	7
Letters	24	16	18	24	23	25	34	17	42	42
Library science	22	12	17	12	9	18	12	14	16	14
Life sciences	15	16	15	18	11	16	14	13	27	18
Mathematics	12	8	7	7	3	6	6	11	8	6
Military sciences	0	0	NA	0	0	0	0	0	1	1
Physical sciences and social sciences	21	29	11	21	9	17	10	14	13	17
Psychology	26	20	32	37	37	33	39	59	61	65
Public affairs and services	77	81	92	89	144	96	96	104	103	162
Social sciences and history	36	45	44	43	23	52	47	46	72	71
Theology	2	4	1	5	8	9	14	6	9	10
Interdisciplinary studies	14	24	24	16	39	12	12	13	21	28

[1] Excludes degrees not reported by racial/ethnic group. More than 99.5 percent of the master's degrees conferred were reported by racial/ethnic group and are included.

[2] This tabulation excludes degrees conferred by U.S. service schools and degrees not reported by racial/ethnic group; 99.5 percent or more of the master's degrees conferred are included.

[3] This tabulation excludes 1,377 men and 179 women whose racial/ethnic group was not reported.

[4] Racial/ethnic data were imputed for 8,064 men and 6,137 women. This tabulation excludes 3,973 men and 1,857 women whose racial/ethnic group could not be imputed.

[5] This tabulation excludes 99 men and 117 women whose racial/ethnic group could not be imputed. Because of imputation methods, field of study totals by race/ethnicity may differ slightly from field of study by sex of student.

[6] Revised from previously published data. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 482 men and 369 women whose racial/ethnic group and field of study were not available.

[7] Revised from previously published data. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity were not reported. Excludes 727 men and 1,109 women whose racial/ethnic group and field of study were not available.

[8] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity were not reported. Excludes 4,686 men and 3,837 women whose racial/ethnic group and field of study were not available.

[9] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 504 men and 380 women whose racial/ethnic group and field of study were not available.

[10] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 730 men and 921 women whose racial/ethnic group and field of study were not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Surveys (HEGIS) "Degrees and Other Awards Conferred" surveys, various years; and Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys, various years. As published in NCES, *Digest of Education Statistics: 1980*, table 111, pp. 125-126, 1980; *Digest of Education Statistics: 1982*, table 109, pp. 122-123, 1982; *Digest of Education Statistics: 1987*, table 160, pp. 197-198, 1987; *Digest of Education Statistics: 1988*, table 185, pp. 223-224, 1988; *Digest of Education Statistics: 1990*, table 237, pp. 256-257, 1990; *Digest of Education Statistics: 1992*, table 254, p. 278, 1992; *Digest of Education Statistics: 1993*, table 260, p. 280, 1993; *Digest of Education Statistics: 1994*, table 259, p. 283, 1994; and *Digest of Education Statistics: 1996*, tables 263-264, pp. 290-291, 1996.

Table A4-13. Master's degrees awarded to American Indians and Alaska Natives, by sex and field of study: Selected years, 1976-77 to 1993-94

Field of study	1976-77	1978-79	1980-81[1]	1984-85[2]	1986-87[3]	1988-89[4]	1989-90[5]	1990-91[6]	1992-93[7]	1993-94[8]
Men										
All fields	521	495	501	583	517	476	461	459	586	691
Agriculture and natural resources	11	5	4	4	4	6	7	3	7	9
Architecture and environmental design	5	2	4	10	7	3	0	2	7	6
Area and ethnic studies	0	1	3	5	4	5	4	6	5	9
Business and management	93	109	128	189	112	116	127	124	158	175
Communications	4	2	3	3	5	2	4	3	6	18
Computer and information sciences	3	6	10	28	20	38	6	11	12	13
Education	204	165	159	139	120	115	109	110	142	166
Engineering	22	22	26	45	58	33	33	37	46	51
Fine and applied arts	15	18	9	17	24	14	17	13	25	26
Foreign languages	1	2	1	1	3	1	1	4	2	7
Health professions	20	19	17	14	12	21	22	23	21	27
Home economics and vocational home economics	0	1	1	0	3	1	0	1	2	3
Law	1	4	1	2	3	1	1	1	3	5
Letters	13	10	8	11	11	7	15	8	21	18
Library science	7	2	1	2	1	4	2	1	3	2
Life sciences	11	8	9	8	4	8	7	4	9	13
Mathematics	8	6	6	4	1	5	4	8	4	5
Military sciences	0	0	NA	0	0	0	0	0	1	1
Physical sciences and science technologies	16	26	9	19	7	11	7	9	9	14
Psychology	17	10	13	16	13	11	14	22	11	20
Public affairs and services	35	34	47	33	60	33	44	39	37	51
Social sciences and history	22	28	28	25	17	31	20	20	43	38
Theology	2	2	1	3	6	4	11	4	5	4
Interdisciplinary studies	11	13	13	5	22	6	6	6	7	10
Women										
All fields	446	504	533	673	587	610	638	677	821	1,006
Agriculture and natural resources	1	0	3	2	2	0	4	5	3	3
Architecture and environmental design	4	4	1	0	1	5	7	8	5	6
Area and ethnic studies	0	1	3	3	1	2	5	6	5	8
Business and management	13	26	27	82	58	65	61	77	111	124
Communications	0	0	6	8	7	12	6	3	5	5
Computer and information sciences	0	10	2	13	3	3	1	4	3	6
Education	280	286	294	329	256	266	302	295	317	439
Engineering	1	2	5	4	6	5	10	8	15	14
Fine and applied arts	12	13	13	23	23	19	21	13	22	25
Foreign languages	2	1	7	4	1	1	2	3	4	2
Health professions	25	40	37	47	50	58	61	72	99	110
Home economics and vocational home economics	1	5	9	11	14	8	4	7	7	4
Law	0	0	0	1	1	2	0	0	2	2
Letters	11	6	10	13	12	18	19	9	21	24
Library science	15	10	16	10	8	14	10	13	13	12
Life sciences	4	8	6	10	7	8	7	9	18	5
Mathematics	4	2	1	3	2	1	2	3	4	1
Military sciences	0	0	NA	0	0	0	0	0	0	0
Physical sciences and science technologies	5	3	2	2	2	6	3	5	4	3
Psychology	9	10	19	21	24	22	25	37	50	45
Public affairs and services	42	47	45	56	84	63	52	65	66	111
Social sciences and history	14	17	16	18	6	21	27	26	29	33
Theology	0	2	0	2	2	5	3	2	4	6
Interdisciplinary studies	3	11	11	11	17	6	6	7	14	18

[1] This tabulation excludes 1,377 men and 179 women whose racial/ethnic group was not reported.

[2] Racial/ethnic data were imputed for 8,064 men and 6,137 women. This tabulation excludes 3,973 men and 1,857 women whose racial/ethnic group could not be imputed.

[3] This tabulation excludes 99 men and 117 women whose social/ethnic group could not be imputed. Because of imputation methods, fields of study totals by race/ethnicity may differ slightly from field of study by sex of student.

[4] Revised from previously published data. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnic group was not reported. Excludes 482 men and 369 women whose racial/ethnic group and field of study were not available.

[5] Revised from previously published data. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 727 men and 1,109 women whose racial/ethnic group and field of study were not available.

[6] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 4,686 men and 3,837 women whose racial/ethnic group and field of study were not available.

[7] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 504 men and 380 women whose racial/ethnic group and field of study were not available.

[8] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 730 men and 921 women whose racial/ethnic group and field of study were not available.

NA: Not available.

NOTE: Data for master's degrees awarded by sex in 1976-77 and 1978-79 were taken from NCES, *Degrees Conferred in Institutions of Higher Education, by Race/Ethnicity and Sex: 1976-77 through 1986-87*, as these data were not available in the *Digest of Education Statistics*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Surveys (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, various years; and Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, various years. As published in NCES, *Degrees Conferred by Institutions of Higher Education, by Race/Ethnicity and Sex: 1976-77 through 1986-87*, table A2, p. 34, October, 1990; *Digest of Education Statistics: 1987*, table 160, pp. 197-198, 1987; *Digest of Education Statistics: 1988*, table 185, pp. 223-224, 1988; *Digest of Education Statistics: 1990*, table 237, pp. 256-257, 1990; *Digest of Education Statistics: 1992*, table 254, p. 278, 1992; *Digest of Education Statistics: 1993*, table 260, p. 280, 1993; *Digest of Education Statistics: 1994*, table 259, p. 283, 1994; and *Digest of Education Statistics: 1996*, table 263-264, pp. 290-291, 1996.

Table A4-14. Percent distribution of American Indian and Alaska Native master's degree recipients and total master's degree recipients, by sex and field of study: 1976-77 and 1993-94

Sex and field of study	1976-77				1993-94*			
	American Indian/ Alaska Native		Total		**American Indian/ Alaska Native**		Total	
	Number	**Percent distribution**	Number	Percent distribution	**Number**	**Percent distribution**	Number	Percent distribution
Men								
All fields	521	100.0	166,462	100.0	691	100.0	175,355	100.0
Agriculture and natural resources	11	2.1	3,177	1.9	9	1.3	2,515	1.4
Architecture and environmental design	5	1.0	2,489	1.5	6	0.9	2,428	1.4
Area and ethnic studies	0	0.0	507	0.3	9	1.3	768	0.4
Business and management	93	17.9	39,498	23.7	175	25.3	59,335	33.8
Communications	4	0.8	1,719	1.0	18	2.6	2,098	1.2
Computer and information sciences	3	0.6	2,261	1.4	13	1.9	7,724	4.4
Education	204	39.2	43,160	25.9	166	24.0	23,008	13.1
Engineering	22	4.2	15,149	9.1	51	7.4	25,154	14.3
Fine and applied arts	15	2.9	4,205	2.5	26	3.8	4,229	2.4
Foreign languages	1	0.2	965	0.6	7	1.0	1,087	0.6
Health professions	20	3.8	4,163	2.5	27	3.9	5,814	3.3
Home economics and vocational home economics	0	0.0	207	0.1	3	0.4	405	0.2
Law	1	0.2	1,366	0.8	5	0.7	1,608	0.9
Letters	13	2.5	4,237	2.5	18	2.6	3,549	2.0
Library science	7	1.3	1,546	0.9	2	0.3	1,040	0.6
Life sciences	11	2.1	4,718	2.8	13	1.9	2,465	1.4
Mathematics	8	1.5	2,396	1.4	5	0.7	2,536	1.4
Military sciences	0	0.0	0	0.0	1	0.1	117	0.1
Physical sciences and science technologies	16	3.1	4,402	2.6	14	2.0	4,018	2.3
Psychology	17	3.3	4,313	2.6	20	2.9	3,401	1.9
Public affairs and services	35	6.7	10,663	6.4	51	7.4	8,763	5.0
Social sciences and history	22	4.2	10,369	6.2	38	5.5	8,152	4.6
Theology	2	0.4	2,147	1.3	4	0.6	3,034	1.7
Interdisciplinary studies	11	2.1	2,805	1.7	10	1.4	2,107	1.2
Women								
All fields	446	100.0	149,198	100.0	1006	100.0	210,064	100.0
Agriculture and natural resources	1	0.2	547	0.4	3	0.3	1,604	0.8
Architecture and environmental design	4	0.9	724	0.5	6	0.6	1,515	0.7
Area and ethnic studies	0	0.0	464	0.3	8	0.8	865	0.4
Business and management	13	2.9	6,659	4.5	124	12.3	34,102	16.2
Communications	0	0.0	1,372	0.9	5	0.5	3,321	1.6
Computer and information sciences	0	0.0	463	0.3	6	0.6	2,692	1.3
Education	280	62.8	83,195	55.8	439	43.6	75,930	36.1
Engineering	1	0.2	720	0.5	14	1.4	4,600	2.2
Fine and applied arts	12	2.7	4,417	3.0	25	2.5	5,696	2.7
Foreign languages	2	0.4	2,182	1.5	2	0.2	2,201	1.0
Health professions	25	5.6	8,788	5.9	110	10.9	22,211	10.6
Home economics and vocational home economics	1	0.2	2,127	1.4	4	0.4	2,016	1.0
Law	0	0.0	208	0.1	2	0.2	824	0.4
Letters	11	2.5	6,212	4.2	24	2.4	5,688	2.7
Library science	15	3.4	6,026	4.0	12	1.2	4,076	1.9
Life sciences	4	0.9	2,396	1.6	5	0.5	2,731	1.3
Mathematics	4	0.9	1,299	0.9	1	0.1	1,564	0.7
Military sciences	0	0.0	0	0.0	0	0.0	7	**
Physical sciences and science technologies	5	1.1	880	0.6	3	0.3	1,661	0.8
Psychology	9	2.0	3,988	2.7	45	4.5	8,780	4.2
Public affairs and services	42	9.4	8,791	5.9	111	11.0	16,796	8.0
Social sciences and history	14	3.1	5,089	3.4	33	3.3	6,409	3.1
Theology	0	0.0	980	0.7	6	0.6	1,922	0.9
Interdisciplinary studies	3	0.7	1,671	1.1	17	1.7	2,853	1.4

*Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 730 men and 921 women whose racial/ethnic group and field of study were not available.

**Less than .05 percent.

NOTE: Data for master's degrees awarded by sex in 1976-77 and 19768-79 were taken from NCES, *Degrees Conferred in Institutions of Higher Education, by Race/Ethnicity and Sex: 1976-77 through 1986-87*, as these data were not available in the Digest of Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" survey, 1976-77, and Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, 1993-94. As published in NCES, *Degrees Conferred in Institutions of Higher Education by Race/Ethnicity and Sex: 1976-77 through 1986-87*, table A2, pp. 32-34, October, 1990; and *Digest of Education Statistics 1996*, table 263, p. 290, 1996.

Table A4-15. Master's degrees conferred to American Indians and Alaska Natives, by state: 1993-94

State	Total	American Indian/Alaska Native	
		Total	Percent
Total	387,070	1,618	0.4
Alabama*	5,763	14	0.2
Alaska	422	1	0.2
Arizona	6,399	71	1.1
Arkansas	1,995	6	0.3
California*	39,444	212	0.5
Colorado*	6,859	36	0.5
Connecticut*	6,649	8	0.1
Delaware	955	0	0.0
District of Columbia	6,311	17	0.3
Florida	14,056	30	0.2
Georgia	8,326	19	0.2
Hawaii	1,369	19	1.4
Idaho	1,017	4	0.4
Illinois	23,689	48	0.2
Indiana	6,962	14	0.2
Iowa	3,488	7	0.2
Kansas	4,742	15	0.3
Kentucky	4,028	8	0.2
Louisiana	5,205	7	0.1
Maine	896	2	0.2
Maryland*	8,208	20	0.2
Massachusetts	20,745	41	0.2
Michigan	15,474	70	0.5
Minnesota	5,678	28	0.5
Mississippi	2,630	20	0.8
Missouri	10,130	44	0.4
Montana	803	9	1.1
Nebraska	2,201	11	0.5
Nevada	922	6	0.7
New Hampshire	2,228	2	0.1
New Jersey	8,274	19	0.2
New Mexico	2,348	49	2.1
New York*	42,903	110	0.3
North Carolina	7,276	28	0.4
North Dakota	675	8	1.2
Ohio*	15,421	54	0.4
Oklahoma	4,954	159	3.2
Oregon	3,617	26	0.7
Pennsylvania	18,906	28	0.2
Rhode Island	2,019	5	0.3
South Carolina	4,452	3	0.1
South Dakota	1,038	20	1.9
Tennessee	5,740	12	0.2
Texas	21,838	162	0.7
Utah	2,837	11	0.4
Vermont	1,174	3	0.3
Virginia	9,980	22	0.2
Washington	7,268	69	1.0
West Virginia	2,032	16	0.8
Wisconsin	6,267	21	0.3
Wyoming	457	4	0.9

*Includes data for U.S. Service Schools located in state.

NOTE: Totals for master's degrees in 1993-94 included 568 degrees for which race/ethnicity was not reported.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, "Completions" survey, 1993-94 and "Consolidated" survey, 1994. As published in NCES, *Degrees and Other Awards Conferred by Institutions of Higher Education: 1993-94*, table 7c, p. 33, 1996.

Table A4-16. Doctor's degrees conferred by institutions of higher education, by race/ethnicity and sex of student: Selected years, 1976-77 to 1993-94

Year and sex of student	Total	American Indian/ Alaska Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Non-resident alien
1976-77, total[1]	33,126	95	658	1,253	522	26,851	3,747
Men	25,036	67	540	766	383	20,032	3,248
Women	8,090	28	118	487	139	6,819	499
1978-79, total[2]	32,675	104	811	1,268	439	26,138	3,915
Men	23,488	69	646	734	294	18,433	3,312
Women	9,187	35	165	534	145	7,705	603
1980-81, total[3]	32,839	130	877	1,265	456	25,908	4,203
Men	22,595	95	655	694	277	17,310	3,564
Women	10,244	35	222	571	179	8,598	639
1984-85, total[4]	32,307	119	1,106	1,154	677	23,934	5,317
Men	21,296	64	802	561	431	15,017	4,421
Women	11,011	55	304	593	246	8,917	896
1986-87, total[5]	34,041	105	1,098	1,057	751	24,434	6,596
Men	22,061	57	794	485	441	14,812	5,472
Women	11,980	48	304	572	310	9,622	1,124
1988-89, total[5,6]	35,659	85	1,323	1,066	629	24,884	7,672
Men	22,597	50	945	491	350	14,541	6,220
Women	13,062	35	378	575	279	10,343	1,452
1989-90, total[5,7]	38,113	99	1,235	1,153	788	25,880	8,958
Men	24,248	49	871	533	423	15,105	7,267
Women	13,865	50	364	620	365	10,775	1,691
1990-91, total[5,8]	38,547	102	1,459	1,211	732	25,328	9,715
Men	24,333	58	987	581	387	14,565	7,755
Women	14,214	44	472	630	345	10,763	1,960
1991-92, total[5,9]	40,090	118	1,559	1,223	811	25,813	10,566
Men	25,168	65	1,062	576	458	14,674	8,333
Women	14,922	53	497	647	353	11,139	2,233
1992-93, total[5,10]	42,021	106	1,582	1,352	827	26,700	11,454
Men	25,980	51	1,041	615	439	14,902	8,932
Women	16,041	55	541	737	388	11,798	2,522
1993-94, total[5,11]	43,149	134	2,025	1,393	903	27,156	11,538
Men	26,531	66	1,373	631	465	15,126	8,870
Women	16,618	68	652	762	438	12,030	2,668

[1] Excludes 106 men whose racial/ethnic group was not available.

[2] Excludes 53 men and 2 women whose racial/ethnic group was not available.

[3] Excludes 116 men and 3 women whose racial/ethnic group was not available.

[4] Excludes 404 men and 232 women whose racial/ethnic group was not available.

[5] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicitywas not reported.

[6] Excludes 51 men and 10 women whose racial/ethnic group was not reported.

[7] Excludes 153 men and 105 women whose racial/ethnic group and field of study were not available.

[8] Excludes 423 men and 324 women whose racial/ethnic group and field of study were not available.

[9] Excludes 389 men and 180 women whose racial/ethnic group and field of study were not available.

[10] Excludes 93 men and 18 women whose racial/ethnic group was not available.

[11] Excludes 21 men and 15 women whose racial/ethnic group was not available.

NOTE: Doctor's degrees include Ph.D., Ed.D., and comparable degrees at the doctorate level. First-professional degrees have been excluded.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, various years, and Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys, various years. As published in NCES, *Digest of Education Statistics, 1996*, table 265, p. 292, 1996.

Table A4-17. Doctor's degrees awarded to American Indians and Alaska Natives, by field of study: Selected years, 1976-77 to 1993-94

Field of study	1976-77[1]	1978-79[2]	1980-81[3]	1984-85[4]	1986-87[5]	1988-89[6]	1989-90[7]	1990-91[8]	1992-93[9]	1993-94[10]
All fields	95	104	130	119	104	85	99	102	106	134
Agriculture and natural resources	3	0	2	3	2	0	0	1	0	2
Architecture and environmental design	1	0	0	0	0	1	0	0	0	1
Area and ethnic studies	0	0	1	0	1	1	2	1	1	4
Business and management	3	3	5	4	2	2	3	2	3	7
Communications	0	0	1	0	0	0	1	0	3	3
Computer and information sciences	1	0	1	1	1	0	1	1	1	1
Education	32	43	57	51	49	25	36	35	35	42
Engineering	2	2	5	7	3	3	5	7	2	5
Fine and applied arts	3	3	2	2	2	2	2	2	1	2
Foreign languages	3	1	1	2	0	0	1	0	3	0
Health professions	0	2	6	7	3	2	9	3	4	7
Home economics and vocational home economics	0	0	1	0	0	0	2	1	0	1
Law	0	0	0	0	0	0	0	0	1	0
Letters	4	3	7	4	6	3	5	3	7	9
Library science	0	0	0	0	1	0	0	0	0	0
Life sciences	15	6	8	4	5	10	4	5	5	9
Mathematics	3	0	2	0	1	1	0	1	0	1
Military sciences	0	0	NA	0	0	0	0	0	0	0
Physical sciences and science technologies	6	8	4	12	3	13	5	9	4	6
Psychology	11	10	10	5	16	8	16	18	22	11
Public affairs and services	2	3	2	3	2	1	0	2	2	5
Social sciences and history	5	17	12	10	4	10	4	10	7	12
Theology	0	1	1	3	2	2	3	1	4	2
Interdisciplinary studies	1	2	2	1	1	1	0	0	1	4

[1] Excludes degrees not reported by racial/ethnic group. More than 99.5 percent of the doctor's degrees conferred were reported by racial/ethnic group and are included above.

[2] This tabulation excludes degrees conferred by U.S. service schools and degrees not reported by racial/ethnic group; 99.5 percent or more of the doctor's degrees conferred are included above.

[3] This tabulation excludes 116 men and 3 women whose racial/ethnic group was not reported.

[4] Racial/ethnic data were imputed for 1,063 men and 515 women. This tabulation excludes 404 men and 232 women whose racial/ethnic group could not be imputed.

[5] This tabulation excludes 40 men and 47 women whose racial/ethnic group could not be imputed. Because of imputation methods, field of study totals by race/ethnicity may differ slightly from field of study totcls by sex of student.

[6] Revised from previously published data. Reported racial/ethnic group of students by level of degree, field ofd degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 51 men and 10 women whose racial/ethnic group and field of study were not available.

[7] Revised from previously published data. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 153 men and 105 women whose racial/ethnic group and field of study were not available.

[8] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 423 men and 324 women whose racial/ethnic group and field of study were not available.

[9] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 93 men and 18 women whose racial/ethnic group and field of study were not available.

[10] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to eliminate race/ethnicity for students whose race/ethnicity was not reported. Excludes 21 men and 15 women whose racial/ethnic group and field of study were not available.

NA: Not available.

NOTE: Data for doctor's degrees awarded by sex in 1976-77 and 1978-79 were taken from NCES, *Degrees Conferred in Institutions of Higher Education, by Race/Ethnicity and Sex: 1976-77 through 1986-87,* as these data were not available in the *Digest of Education Statistics*. There is a discrepancy in the total number of doctor's degrees awarded in Life Sciences in 1976-77 between the two publications. The *Digest of Education Statistics* reported that 15 degrees were awarded while the other publication (reporting by sex) reported a total of 13 degrees awarded.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Surveys (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, various years; and Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys, various years. As published in NCES, *Digest of Education Statistics: 1980,* table 111, pp. 125-126, 1990; *Digest of Education Statistics: 1982,* table 109, pp. 122-123, 1982; *Digest of Education Statistics: 1987,* table 161, pp. 199-200, 1987; *Digest of Education Statistics: 1988,* table 187, p. 226-227, 1988; *Digest of Education Statistics: 1990,* table 239, pp. 259-260, 1990; *Digest of Education Statistics: 1992,* table 257, p. 281, 1992; *Digest of Education Statistics: 1993,* table 263, p. 283, 1993; *Digest of Education Statistics: 1994,* table 262, p. 286, 1994; and *Digest of Education Statistics: 1996,* tables 266-267, pp. 293-294, 1996.

Table A4-18. Doctor's degrees awarded to American Indians and Alaska Natives, by sex and field of study: Selected years, 1976-77 to 1993-94

Field of study	1976-77	1978-79	1980-81[1]	1984-85[2]	1986-87[3]	1988-89[4]	1989-90[5]	1990-91[6]	1992-93[7]	1993-94[8]
Men										
All fields	67	69	95	64	58	50	49	58	51	66
Agriculture and natural resources	3	0	2	3	2	0	0	1	0	1
Architecture and environmental design	1	0	0	0	0	1	0	0	0	0
Area and ethnic studies	0	0	1	0	1	0	0	0	0	4
Business and management	3	2	5	3	1	2	2	1	2	5
Communications	0	0	1	0	0	0	0	0	2	1
Computer and information sciences	1	0	1	1	1	0	1	1	1	0
Education	20	25	41	19	25	11	14	21	16	16
Engineering	2	2	5	6	3	3	5	6	1	4
Fine and applied arts	0	3	1	1	0	1	1	0	1	2
Foreign languages	1	0	1	1	0	0	1	0	0	0
Health professions	0	1	3	5	1	1	1	1	1	1
Home economics and vocational home economics	0	0	0	0	0	0	0	0	0	1
Law	0	0	0	0	0	0	0	0	1	0
Letters	2	1	5	0	3	3	3	1	3	2
Library science	0	0	0	0	1	0	0	0	0	0
Life sciences	10	6	5	2	4	6	4	4	3	5
Mathematics	3	0	2	0	1	0	0	0	0	1
Military sciences	0	0	NA	0	0	0	0	0	0	0
Physical sciences and science technologies	5	7	3	9	3	9	5	7	2	6
Psychology	9	7	7	4	6	3	8	6	9	5
Public affairs and services	2	2	1	3	2	0	0	1	2	2
Social sciences and history	4	11	9	4	2	8	1	7	3	6
Theology	0	1	1	3	2	2	3	1	4	2
Interdisciplinary studies	1	1	1	0	0	0	0	0	0	2
Women										
All fields	26	35	35	55	46	35	50	44	55	68
Agriculture and natural resources	0	0	0	0	0	0	0	0	0	1
Architecture and environmental design	0	0	0	0	0	0	0	0	0	1
Area and ethnic studies	0	0	0	0	0	1	2	1	1	0
Business and management	0	1	0	1	1	0	1	1	1	2
Communications	0	0	0	0	0	0	1	0	1	2
Computer and information sciences	0	0	0	0	0	0	0	0	0	1
Education	12	18	16	32	24	14	22	14	19	26
Engineering	0	0	0	1	0	0	0	1	1	1
Fine and applied arts	3	0	1	1	2	1	1	2	0	0
Foreign languages	2	1	0	1	0	0	0	0	3	0
Health professions	0	1	3	2	2	1	8	2	3	6
Home economics										
Home economics and vocational	0	0	1	0	0	0	2	1	0	0
home economics	0	0	0	0	0	0	0	0	0	0
Letters	2	2	2	4	3	0	2	2	4	7
Library science	0	0	0	0	0	0	0	0	0	0
Life sciences	3	0	3	2	1	4	0	1	2	4
Mathematics	0	0	0	0	0	1	0	1	0	0
Military sciences	0	0	NA	0	0	0	0	0	0	0
Physical sciences and science technologies	1	1	1	3	0	4	0	2	2	0
Psychology	2	3	3	1	10	5	8	12	13	6
Public affairs and services	0	1	1	0	0	1	0	1	0	3
Social sciences and history	1	6	3	6	2	2	3	3	4	6
Theology	0	0	0	0	0	0	0	0	0	0
Interdisciplinary studies	0	1	1	1	1	1	0	0	1	2

[1] This tabulation excludes 116 men and 3 women whose racial/ethnic group was not reported.

[2] Racial/ethnic data were imputed for 1,063 men and 515 women. This tabulation excludes 404 men and 232 women whose racial/ethnic group could not be imputed.

[3] This tabulation excludes 40 men and 47 women whose racial/ethnic group could not be imputed. Because of imputation methods, field of study totals by race/ethnicity may differ slightly from field of study totals by sex of student.

[4] Revised from previously published data. Reported racial/ethnic group of students by level of degree, field ofd degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 51 men and 10 women whose racial/ethnic group and field of study were not available.

[5] Revised from previously published data. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 153 men and 105 women whose racial/ethnic group and field of study were not available.

[6] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 423 men and 324 women whose racial/ethnic group and field of study were not available.

[7] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 93 men and 18 women whose racial/ethnic group and field of study were not available.

[8] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to eliminate race/ethnicity for students whose race/ethnicity was not reported. Excludes 21 men and 15 women whose racial/ethnic group and field of study were not available.

NA: Not available

NOTE: Data for doctor's degrees awarded by sex in 1976-77 and 1978-79 were taken from NCES, *Degrees Conferred in Institutions of Higher Education, by Race/Ethnicity and Sex: 1976-77 through 1985-87*, as these data were not available in the *Digest of Education Statistics*. There is a discrepancy in the total number of doctor's degrees awarded in Life Sciences in 1976-77 between the two publications. The *Digest of Education Statistics* reported that 15 degrees were awarded while the other publication (reporting by sex) reported a total of 13 degrees awarded.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Surveys (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, various years; and Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys, various years. As published in NCES, *Digest of Education Statistics: 1980*, table 111, pp. 125-126, 1990; *Digest of Education Statistics: 1982*, table 109, pp. 122-123, 1982; *Digest of Education Statistics: 1987*, table 161, pp. 199-200, 1987; *Digest of Education Statistics: 1988*, table 187, pp. 226-227, 1988; *Digest of Education Statistics: 1990*, table 239, pp. 259-260, 1990; *Digest of Education Statistics: 1992*, table 257, p. 281, 1992; *Digest of Education Statistics: 1993*, table 263, p. 283, 1993; *Digest of Education Statistics: 1994*, table 262, p. 286, 1994; and *Digest of Education Statistics: 1996*, tables 266-267, pp. 293-294, 1996.

Table A4-19. Percent distribution of American Indian and Alaska Native doctor's degree recipients and total doctor's degree recipients, by sex and field of study: 1976-77 and 1993-94

Sex and field of study	1976-77				1993-94*			
	American Indian/ Alaska Native		Total		American Indian/ Alaska Native		Total	
	Number	Percent distribution	Number	Percent distribution	Number	Percent distribution	Number	Percent distribution
Men								
All fields	67	100.0	25,021	100.0	66	100.0	26,531	100.0
Agriculture and natural resources	3	4.5	831	3.3	1	1.5	982	3.7
Architecture and environmental design	1	1.5	62	0.2	0	0.0	111	0.4
Area and ethnic studies	0	0.0	104	0.4	4	6.1	75	0.3
Business and management	3	4.5	813	3.2	5	7.6	980	3.7
Communications	0	0.0	130	0.5	1	1.5	174	0.7
Computer and information sciences	1	1.5	197	0.8	0	0.0	685	2.6
Education	20	29.9	5,186	20.7	16	24.2	2,706	10.2
Engineering	2	3.0	2,501	10.0	4	6.1	5,315	20.0
Fine and applied arts	0	0.0	447	1.8	2	3.0	585	2.2
Foreign languages	1	1.5	365	1.5	0	0.0	355	1.3
Health professions	0	0.0	366	1.5	1	1.5	789	3.0
Home economics and vocational home economics	0	0.0	37	0.1	1	1.5	93	0.4
Law	0	0.0	52	0.2	0	0.0	63	0.2
Letters	2	3.0	1,358	5.4	2	3.0	951	3.6
Library science	0	0.0	35	0.1	0	0.0	14	0.1
Life sciences	10	14.9	2,671	10.7	5	7.6	2,690	10.1
Mathematics	3	4.5	714	2.9	1	1.5	904	3.4
Military sciences	0	0.0	0	0.0	0	0.0	0	0.0
Physical sciences and science technologies	5	7.5	3,020	12.1	6	9.1	3,642	13.7
Psychology	9	13.4	1,770	7.1	5	7.6	1,346	5.1
Public affairs and services	2	3.0	225	0.9	2	3.0	322	1.2
Social sciences and history	4	6.0	2,949	11.8	6	9.1	2,317	8.7
Theology	0	0.0	977	3.9	2	3.0	1,235	4.7
Interdisciplinary studies	1	1.5	211	0.8	2	3.0	197	0.7
Women								
All fields	26	100.0	8,088	100.0	68	100.0	16,618	100.0
Agriculture and natural resources	0	0.0	62	0.8	1	1.5	296	1.8
Architecture and environmental design	0	0.0	11	0.1	1	1.5	50	0.3
Area and ethnic studies	0	0.0	49	0.6	0	0.0	80	0.5
Business and management	0	0.0	55	0.7	2	2.9	384	2.3
Communications	0	0.0	41	0.5	2	2.9	171	1.0
Computer and information sciences	0	0.0	19	0.2	1	1.5	125	0.8
Education	12	46.2	2,769	34.2	26	38.2	4,202	25.3
Engineering	0	0.0	73	0.9	1	1.5	664	4.0
Fine and applied arts	3	11.5	215	2.7	0	0.0	469	2.8
Foreign languages	2	7.7	387	4.8	0	0.0	531	3.2
Health professions	0	0.0	172	2.1	6	8.8	1,113	6.7
Home economics and vocational home economics	0	0.0	123	1.5	0	0.0	272	1.6
Law	0	0.0	8	0.1	0	0.0	16	0.1
Letters	2	7.7	841	10.4	7	10.3	921	5.5
Library science	0	0.0	40	0.5	0	0.0	31	0.2
Life sciences	3	11.5	724	9.0	4	5.9	1,844	11.1
Mathematics	0	0.0	109	1.3	0	0.0	253	1.5
Military sciences	0	0.0	0	0.0	0	0.0	0	0.0
Physical sciences and science technologies	1	3.8	319	3.9	0	0.0	1,008	6.1
Psychology	2	7.7	991	12.3	6	8.8	2,217	13.3
Public affairs and services	0	0.0	110	1.4	3	4.4	338	2.0
Social sciences and history	1	3.8	835	10.3	6	8.8	1,310	7.9
Theology	0	0.0	42	0.5	0	0.0	213	1.3
Interdisciplinary studies	0	0.0	93	1.1	2	2.9	110	0.7

*Reported racial/ethnic distribution of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 21 men and 15 women whose racial/ethnic group and field of study were not available.

NOTE: Data for doctor's degrees awarded by sex in 1976-77 and 1978-79 were taken from NCES, *Degrees Conferred in Institutions of Higher Education, by Race/Ethnicity and Sex: 1976-77 through 1986-87*, as these data were not available in the *Digest of Education Statistics*. There is a discrepancy in the total number of doctor's degrees awarded in Life Sciences in 1976-77 between the two publications. The *Digest of Education Statistics* reported that 15 degrees were awarded while the other publication (reporting by sex) reported a total of 13 degrees awarded.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" survey, 1976-77; and Integrated Postsecondary Education Data System (IPEDS), "Completions" survey, 1993-94. As published in NCES, *Degrees Conferred in Institutions of Higher Education by Race/Ethnicity and Sex: 1976-77 through 1986-87*, table A3, pp. 35-37, October, 1990; and *Digest of Education Statistics: 1996*, table 266, p. 293, 1996.

Table A4-20. Doctor's degrees conferred to American Indians and Alaska Natives, by state: 1993-94

State	Total	American Indian/Alaska Native	
		Total	Percent
Total	43,185	132	0.3
Alabama*	476	0	0.0
Alaska	24	0	0.0
Arizona	754	3	0.4
Arkansas	146	2	1.4
California*	5,041	1	0.0
Colorado*	765	21	2.7
Connecticut*	646	3	0.5
Delaware	121	2	1.7
District of Columbia	489	0	0.0
Florida	1,644	1	0.1
Georgia	813	3	0.4
Hawaii	175	2	1.1
Idaho	88	0	0.0
Illinois	2,592	0	0.0
Indiana	1,103	5	0.5
Iowa	689	3	0.4
Kansas	415	1	0.2
Kentucky	401	2	0.5
Louisiana	447	1	0.2
Maine	53	0	0.0
Maryland*	948	0	0.0
Massachusetts	2,228	3	0.1
Michigan	1,483	4	0.3
Minnesota	917	6	0.7
Mississippi	352	0	0.0
Missouri	778	4	0.5
Montana	57	4	7.0
Nebraska	244	2	0.8
Nevada	52	0	0.0
New Hampshire	136	1	0.7
New Jersey	1,032	0	0.0
New Mexico	243	3	1.2
New York*	4,025	1	**
North Carolina	988	10	1.0
North Dakota	74	3	4.1
Ohio*	2,145	1	0.1
Oklahoma	387	8	2.1
Oregon	531	5	0.9
Pennsylvania	2,247	4	0.2
Rhode Island	255	4	1.6
South Carolina	459	1	0.2
South Dakota	60	2	3.3
Tennessee	672	0	0.0
Texas	2,732	3	0.1
Utah	338	3	0.9
Vermont	62	1	1.6
Virginia	1,006	0	0.0
Washington	696	7	1.0
West Virginia	127	0	0.0
Wisconsin	956	2	0.2
Wyoming	73	0	0.0

*Includes data for U.S. Service Schools located in state.

**Less than .05 percent.

NOTE: Totals for doctor's degrees in 1993-94 included 71 degrees for which race/ethnicity was not reported.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, "Completions" survey, 1993-94, and "Consolidated" survey, 1994. As published in NCES, *Degrees and Other Awards Conferred by Institutions of Higher Education: 1993-94*, table 7d, p. 34, 1996.

Table A4-21. First-professional degrees conferred by institutions of higher education, by race/ethnicity and sex of student: Selected years, 1976-77 to 1993-94

Year and sex of student	Total	American Indian/ Alaska Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Non-resident alien
1976-77, total[1]	63,953	**196**	1,021	2,537	1,076	58,422	701
Men	51,980	**159**	776	1,761	893	47,777	614
Women	11,973	**37**	245	776	183	10,645	87
1978-79, total[2]	68,611	**216**	1,205	2,836	1,283	62,430	641
Men	52,425	**150**	860	1,783	989	48,123	520
Women	16,186	**66**	345	1,053	294	14,307	121
1980-81, total[3]	71,340	**192**	1,456	2,931	1,541	64,551	669
Men	52,194	**134**	991	1,772	1,131	47,629	537
Women	19,146	**58**	465	1,159	410	16,922	132
1984-85, total[4]	71,057	**248**	1,816	3,029	1,884	63,219	861
Men	47,501	**176**	1,152	1,623	1,239	42,630	681
Women	23,556	**72**	664	1,406	645	20,589	180
1986-87, total	71,617	**304**	2,270	3,420	2,051	62,688	884
Men	46,523	**183**	1,420	1,835	1,303	41,149	633
Women	25,094	**121**	850	1,585	748	21,539	251
1988-89, total	70,856	**264**	2,976	3,148	2,269	61,214	985
Men	45,046	**148**	1,819	1,618	1,374	39,399	688
Women	25,810	**116**	1,157	1,530	895	21,815	297
1989-90, total[5]	70,744	**257**	3,362	3,410	2,427	60,240	1,048
Men	43,778	**135**	1,963	1,672	1,450	37,850	708
Women	26,966	**122**	1,399	1,738	977	22,390	340
1990-91, total[6]	71,515	**261**	3,755	3,575	2,527	60,327	1,070
Men	43,601	**144**	2,178	1,672	1,506	37,348	753
Women	27,914	**117**	1,577	1,903	1,021	22,979	317
1991-92, total[7]	72,129	**296**	4,455	3,560	2,766	59,800	1,252
Men	43,812	**157**	2,593	1,603	1,635	36,939	885
Women	28,317	**139**	1,862	1,957	1,131	22,861	367
1992-93, total[8]	74,960	**368**	5,160	4,100	2,984	60,830	1,518
Men	44,821	**190**	2,858	1,777	1,762	37,157	1,077
Women	30,139	**178**	2,302	2,323	1,222	23,673	441
1993-94, total[9]	75,418	**371**	5,892	4,444	3,134	60,140	1,437
Men	44,707	**222**	3,214	902	1,781	36,573	1,015
Women	30,711	**149**	2,678	2,542	1,353	23,567	422

[1] Excludes 394 men and 12 women whose racial/ethnic group was not available.

[2] Excludes 227 men and 10 women whose racial/ethnic group was not available.

[3] Excludes 598 men and 18 women whose racial/ethnic group was not available.

[4] Excludes 2,954 men and 1,052 women whose racial/ethnic group was not available.

[5] Excludes 183 men and 61 women whose racial/ethnic group was not available.

[6] Excludes 245 men and 188 women whose racial/ethnic group were not available.

[7] Excludes 1,259 men and 758 women whose racial/ethnic group were not available.

[8] Excludes 332 men and 95 women whose racial/ethnic group were not available.

[9] Includes 1,233 men and 781 women whose race/ethnicity was unknown.

NOTE: For years 1984-85 to 1992-93, reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Updated totals are available for 1992-93, but not by sex of student.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, various years, and Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys, various years. As published in NCES, *Digest of Education Statistics: 1996*, table 268, p. 295, 1996.

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Table A4-22. First-professional degrees awarded to American Indians and Alaska Natives, by field of study: Selected years 1976-77 to 1993-94

Field of study	1976-77[1]	1978-79[1]	1980-81[2]	1984-85[3]	1986-87[4]	1988-89[5]	1989-90[6]	1990-91[7]	1992-93[8]	1993-94[9]
All fields	204	216	192	248	304	264	257	261	368	371
Chiropractic (D.C. or D.C.M.)	5	6	3	6	4	4	7	5	23	19
Dentistry (D.D.S. or D.M.D.)	196	23	10	31	13	13	9	14	10	17
Law, general (LL.B. or J.D.)	122	121	101	99	152	142	141	138	213	223
Medicine (M.D.)	30	38	51	89	66	61	54	54	73	68
Optometry (O.D.)	9	0	2	2	4	4	2	7	3	3
Osteopathic medicine (D.O.)	4	8	8	8	13	9	12	12	9	8
Pharmacy (D. Phar.)	0	1	3	1	6	2	5	6	7	1
Podiatry (Pod.D., D.P. or D.P.M.)	1	0	1	2	2	2	1	3	1	2
Theological professions, general	5	4	9	4	13	13	15	11	15	16
Veterinary medicine (D.V.M.)	12	15	4	6	31	14	11	10	12	14
Other	0	0	0	0	0	0	0	1	2	0

[1] Data for racial/ethnic categories include estimates from 2.2 percent of the degree recipients whose race/ethnicity was unknown.

[2] This tabulation excludes 598 men and 18 women whose racial/ethnic group was not reported.

[3] Racial/ethnic data were imputed for 4,279 men and 1,696 women. This tabulation excludes 2,954 men and 1,052 women whose racial/ethnic group could not be imputed.

[4] This tabulation excludes 938 men and 195 women whose racial/ethnic group could not be imputed. Because of imputation methods, field of study totals by race/ethnicity may differ slightly from field of study by sex.

[5] Revised from previously published data. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported.

[6] Revised from previously published data. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 183 men and 61 women whose racial/ethnic group and field of study were not available.

[7] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 245 men and 188 women whose racial/ethnic group and field of study were not available.

[8] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 332 men and 95 women whose racial/ethnic group and field of study were not available.

[9] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported.

NOTE: The *Digest of Education Statistics* did not report first professional degrees by field using all the categories listed above until 1980-81. Prior to that year, the categories used included medicine, law, theology, and other. Therefore, data by field for 1976-77 and 1978-79 were taken from NCES, *Degrees Conferred in Institutions of Higher Education, by Race/Ethnicity and Sex: 1976-77 through 1986-87*. The total number of first-professional degrees awarded in 1976-77 according to this publication was 204 compared with 196 total degrees awarded reported by the *Digest of Education Statistics*. The difference occurred in the number of degrees awarded to men (167 and 159, respectively), but this difference cannot be explained further.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Surveys (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, various years, and Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys, various years. As published in NCES, *Degrees Conferred by Institutions of Higher Education, by Race/Ethnicity and Sex: 1976-77 through 1986-87*, table A4, p. 39, 1990; and NCES, *Digest of Education Statistics: 1987*, table 162, p. 201, 1987; *Digest of Education: 1988*, table 181, p. 228, 1988; *Digest of Education Statistics: 1990*, table 240, p. 261, 1990; *Digest of Education Statistics: 1992*, table 260, p. 283, 1992; *Digest of Education Statistics: 1993*, table 266, p. 285, 1993; *Digest of Education Statistics: 1994*, table 265, p. 288, 1994; and *Digest of Education Statistics: 1996*, tables 269 and 270, p. 296, 1996.

Table A4-23. First-professional degrees awarded to American Indians and Alaska Natives, by sex and field of study: Selected years, 1976-77 to 1993-94

Field of study	1976-77[1]	1978-79[1]	1980-81[2]	1984-85[3]	1986-87[4]	1988-89[5]	1989-90[6]	1990-91[7]	1992-93[8]	1993-94[9]
Men										
All fields	159	150	134	176	183	148	135	144	190	222
Chiropractic (D.C. or D.C.M.)	4	5	1	4	3	4	6	4	16	16
Dentistry (D.D.S. or D.M.D.)	14	21	9	22	11	7	3	6	7	10
Law, general (LL.B. or J.D.)	95	80	68	69	84	80	68	71	104	130
Medicine (M.D.)	25	25	39	64	36	31	30	33	34	41
Optometry (O.D.)	9	0	1	1	3	3	2	4	3	1
Osteopathic medicine (D.O.)	3	6	7	6	10	8	7	10	8	7
Pharmacy (D. Phar.)	0	1	2	1	6	1	5	5	4	0
Podiatry (Pod.D., D.P. or D.P.M.)	1	0	0	2	2	2	0	2	1	2
Theological professions, general	5	4	5	2	12	4	11	7	10	9
Veterinary medicine (D.V.M.)	11	8	2	5	16	8	3	2	3	6
Other	0	0	0	0	0	0	0	0	0	0
Women										
All fields	37	66	58	72	121	116	122	117	178	149
Chiropractic (D.C. or D.C.M.)	1	1	2	2	1	0	1	1	7	3
Dentistry (D.D.S. or D.M.D.)	2	2	1	9	2	6	6	8	3	7
Law, general (LL.B. or J.D.)	27	41	33	30	68	62	73	67	109	93
Medicine (M.D.)	5	13	12	25	30	30	24	21	39	27
Optometry (O.D.)	0	0	1	1	1	1	0	3	0	2
Osteopathic medicine (D.O.)	1	2	1	2	3	1	5	2	1	1
Pharmacy (D. Phar.)	0	0	1	0	0	1	0	1	3	1
Podiatry (Pod.D., D.P. or D.P.M.)	0	0	1	0	0	0	1	1	0	0
Theological professions, general	0	0	4	2	1	9	4	4	5	7
Veterinary medicine (D.V.M.)	1	7	2	1	15	6	8	8	9	8
Other	0	0	0	0	0	0	0	1	2	0

[1] Data for racial/ethnic categories include estimates from 2.2 percent of the degree recipients whose race/ethnicity was unknown.

[2] This tabulation excludes 598 men and 18 women whose racial/ethnic group was not reported.

[3] Racial/ethnic data were imputed for 4,279 men and 1,696 women. This tabulation excludes 2,954 men and 1,o052 women whose racial/ethnic group could not be imputed.

[4] This tabulation excludes 938 men and 195 women whose racial/ethnic group could not be imputed. Because of imputation methods, field of study totals by race/ethnicity may differ slightly from field of study by sex.

[5] Revised from previously published data. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported.

[6] Revised from previously published data. Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 183 men and 61 women whose racial/ethnic group and field of study were not available.

[7] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 245 men and 188 women whose racial/ethnic group and field of study were not available.

[8] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported. Excludes 332 men and 95 women whose racial/ethnic group and field of study were not available.

[9] Reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to estimate race/ethnicity for students whose race/ethnicity was not reported.

NOTE: The *Digest of Education Statistics* did not report first-professional degrees by field using all the categories listed above until 1980-81. Prior to that year, the categories used included medicine, law, theology, and other. Therefore, data by field for 1976-77 and 1978-79 were taken from NCES, *Degrees Conferred in Institutions of Higher Education, by Race/Ethnicity and Sex: 1976-77 through 1986-87*. The total number of first-professional degrees awarded in1 976-77 according to this publication was 204 compared with 196 total degrees awarded reported by the *Digest of Education Statistics*. The difference occurred in the number of degrees awarded to men (167 and 159, respectively), but this difference cannot be explained further.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Surveys (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, various years; and Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys, various years. As published in NCES, *Degrees Conferred by Institutions of Higher Education, by Race/Ethnicity and Sex: 1976-77 through 1986-87*, table A4, p. 39, 1990; and NCES, *Digest of Education Statistics: 1987*, table 162, p. 201, 1987; *Digest of Education: 1988*, table 181, p. 228, 1988; *Digest of Education Statistics: 1990*, table 240, p. 261, 1990; *Digest of Education Statistics: 1992*, table 260, p. 283, 1992; *Digest of Education Statistics: 1993*, table 266, p. 285, 1993; *Digest of Education Statistics: 1994*, table 265, p. 288, 1994; and *Digest of Education Statistics: 1996*, tables 269 and 270, p. 296, 1996.

Table A4-24. Percent distribution of American Indian and Alaska Native first-professional degree recipients and total first-professional degree recipients, by sex and field of study: 1976-77 and 1993-94

Sex and field of study	1976-77*				1993-94			
	American Indian/ Alaska Native		Total		American Indian/ Alaska Native		Total	
	Number	Percent distribution	Number	Percent distribution	Number	Percent distribution	Number	Percent distribution
Men								
All fields	167	100.0	51,388	100.0	222	100.0	44,707	100.0
Chiropractic (D.C. or D.C.M.)	4	2.4	1,252	2.4	16	7.2	2,010	4.5
Dentistry (D.D.S. or D.M.D.)	14	8.4	4,764	9.2	10	4.5	2,330	5.2
Law, general (LL.B. or J.D.)	95	56.9	26,447	50.9	130	58.6	22,826	51.1
Medicine (M.D.)	25	15.0	10,891	20.9	41	18.5	9,544	21.3
Optometry (O.D.)	9	5.4	856	1.6	1	0.5	554	1.2
Osteopathic medicine (D.O.)	3	1.8	777	1.5	7	3.2	1,165	2.6
Pharmacy (D. Phar.)	0	0.0	382	0.7	0	0.0	643	1.4
Podiatry (Pod.D., D.P. or D.P.M.)	1	0.6	470	0.9	2	0.9	330	0.7
Theological professions, general	5	3.0	4,913	9.5	9	4.1	4,486	10.0
Veterinary medicine (D.V.M.)	11	6.6	1,224	2.4	6	2.7	798	1.8
Other	0	0.0	12	**	0	0.0	21	**
Women								
All fields	37	100.0	11,973	100.0	149	100.0	30,711	100.0
Chiropractic (D.C. or D.C.M.)	1	2.7	116	1.0	3	2.0	796	2.6
Dentistry (D.D.S. or D.M.D.)	2	5.4	374	3.1	7	4.7	1,457	4.7
Law, general (LL.B. or J.D.)	27	73.0	7,657	64.0	93	62.4	17,218	56.1
Medicine (M.D.)	5	13.5	2,570	21.5	27	18.1	5,824	19.0
Optometry (O.D.)	0	0.0	105	0.9	2	1.3	549	1.8
Osteopathic medicine (D.O.)	1	2.7	75	0.6	1	0.7	633	2.1
Pharmacy (D. Phar.)	0	0.0	145	1.2	1	0.7	1,293	4.2
Podiatry (Pod.D., D.P. or D.P.M.)	0	0.0	16	0.1	0	0.0	135	0.4
Theological professions, general	0	0.0	542	4.5	7	4.7	1,481	4.8
Veterinary medicine (D.V.M.)	1	2.7	362	3.0	8	5.4	1,291	4.2
Other	0	0.0	11	0.1	0	0.0	34	0.1

*Data for racial/ethnic categories include estimates from 2.2 percent of the degree recipients whose race/ethnicity was unknown.

**Less than .05 percent.

NOTE: Field of study data have been taken from NCES' *Degrees and Other Awards Conferred by Institutions of Higher Education* reports and may differ from revised data published in other sources. Totals for 1993-94 include first-professional degrees for which race/ethnicity was not reported. The *Digest of Education Statistics* did not report first-professional degrees by field using all the categories listed above until 1980-81. Prior to that year, the categories used included medicine, law, theology, and other. Therefore, data by field for 1976-77 and 1978-79 were taken from NCES, *Degrees Conferred in Institutions of Higher Education, by Race/Ethnicity and Sex: 1976-77 through 1986-87*. The total number of first-professional degrees awarded in 1976-77 according to this publication was 204 compared with 196 total degrees awarded reported by the *Digest of Education Statistics*. The difference occurred in the number of degrees awarded to men (167 and 159, respectively), but this difference cannot be explained further.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Surveys (HEGIS), "Degrees and Other Formal Awards Conferred" survey, 1976-77, and Integrated Postsecondary Education Data System (IPEDS) "Completions" survey, 1993-94. As published in NCES, *Degrees Confered in Institutions of Higher Education, by Race/Ethnicity and Sex: 1976-77 through 1986-87*, table A4, p. 39, 1990, and NCES, *Digest of Education Statistics 1996*, tables 268 and 269, pp. 295 and 296, 1996.

Table A4-25. First-professional degrees conferred to American Indians and Alaska Natives, by state: 1993-94

State	Total	American Indian/Alaska Native Total	Percent
Total	75,418	362	0.5
Alabama*	908	1	0.1
Alaska	0	0	0.0
Arizona	462	14	3.0
Arkansas	441	7	1.6
California*	9,228	57	0.6
Colorado*	809	11	1.4
Connecticut*	769	1	0.1
Delaware	461	1	0.2
District of Columbia	2,420	8	0.3
Florida	2,382	4	0.2
Georgia	2,015	14	0.7
Hawaii	172	0	0.0
Idaho	148	1	0.7
Illinois	4,321	12	0.3
Indiana	1,454	1	0.1
Iowa	1,442	9	0.6
Kansas	619	1	0.2
Kentucky	1,118	1	0.1
Louisiana	1,582	3	0.2
Maine	173	2	1.2
Maryland*	1,127	0	0.0
Massachusetts	3,771	13	0.3
Michigan	2,746	14	0.5
Minnesota	1,536	11	0.7
Mississippi	478	2	0.4
Missouri	2,206	12	0.5
Montana	70	2	2.9
Nebraska	811	5	0.6
Nevada	39	0	0.0
New Hampshire	182	1	0.6
New Jersey	1,709	4	0.2
New Mexico	192	10	5.2
New York*	7,442	14	0.2
North Carolina	1,673	8	0.5
North Dakota	189	3	1.6
Ohio*	3,251	8	0.2
Oklahoma	846	34	4.0
Oregon	946	10	1.1
Pennsylvania	3,745	3	0.1
Rhode Island	87	0	0.0
South Carolina	627	0	0.0
South Dakota	141	1	0.7
Tennessee	1,296	0	0.0
Texas	4,768	28	0.6
Utah	367	1	0.3
Vermont	93	0	0.0
Virginia	1,839	5	0.3
Washington	918	13	1.4
West Virginia	367	3	0.8
Wisconsin	966	8	0.8
Wyoming	66	1	1.5

*Includes data for U.S. Service Schools located in state.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, "Completions" survey, 1993-94 and "Consolidated" survey, 1994. As published in NCES, *Degrees and Other Awards Conferred by Institutions of Higher Education: 1993-94*, table 7e, p. 35, 1996.

Table A4-26. Percent distribution of highest level of educational attainment of 1980 high school sophomores, by race/ethnicity: 1992

Race/ethnicity	No high school diploma	High school diploma	Certificate	Associate's degree	Bachelor's degree	Master's degree	Doctor's degrees	Professional degree
American Indian/Alaska Native	**17.8**	**58.2**	**11.8**	**5.0**	**6.7**	**0.5**	**0.0**	**0.0**
Asian/Pacific Islander	0.6	40.9	6.9	6.2	32.7	4.7	0.7	7.5
Black, non-Hispanic	6.9	59.6	16.3	5.2	10.0	1.5	0.2	0.5
Hispanic	11.9	59.6	11.2	7.3	9.0	0.6	0.0	0.3
White, non-Hispanic	4.9	49.1	10.1	8.4	23.1	3.2	0.2	1.0

NOTE: Figures are based on data from "High School and Beyond," a longitudinal study of more than 14,000 students who were high school sophomores in 1980. They show students' highest level of education achieved by 1992. Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "High School and Beyond" (HS&B). As published in *Chronicle of Higher Education Almanac Issue*, September 1, 1995, p. 12.

Table A5-1. Percent distribution of undergraduates by race/ethnicity and selected student characteristics: 1992-93

Student characteristic	Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
Sex						
Men	44.5	**39.1**	50.0	37.9	44.9	45.0
Women	55.5	**60.9**	50.0	62.1	55.1	55.1
Age as of 12/31/92						
23 years or younger	55.1	**38.6**	65.1	52.8	58.0	54.4
24-29 years	17.1	**27.6**	18.5	19.1	17.8	16.7
30 years or older	27.8	**33.9**	16.5	28.0	24.2	28.9
Educational aspirations						
Certificate/other award	4.5	**5.9**	3.5	5.6	7.0	4.2
Associate's degree	7.6	**10.9**	5.3	7.2	7.9	7.7
Bachelor's degree	31.1	**29.6**	27.6	27.2	32.9	31.7
Advanced degree	56.8	**53.6**	63.7	60.1	52.3	56.5
Risk factor*						
No risk factor	23.5	**15.6**	27.0	19.5	19.1	24.1
One	19.7	**11.3**	29.0	18.5	20.4	19.2
Two	16.5	**20.5**	17.5	14.4	17.1	16.4
Three	18.0	**17.5**	12.3	16.3	16.9	18.7
Four or more	22.4	**35.2**	14.2	31.2	26.5	21.6
Cumulative grade point average						
Less than 2.0	15.3	**23.9**	14.5	26.4	20.6	13.5
2.0-2.9	39.2	**35.7**	38.6	44.4	44.1	38.0
3.0-3.5	23.3	**23.9**	25.4	16.4	20.6	24.3
3.5 or higher	22.2	**16.5**	21.5	12.9	14.7	24.2
Number of hours worked/week while enrolled						
None	20.7	**23.6**	36.5	26.8	24.3	18.2
20 or less	26.0	**18.4**	33.5	21.0	22.2	26.8
21-34	15.9	**17.1**	10.3	12.4	15.8	16.8
35 or more	37.5	**40.9**	19.7	39.8	37.8	38.2
Undergraduates' income percentile ranking						
Lowest quartile	25.4	**37.3**	30.4	39.7	38.8	21.3
Middle quartile	49.6	**52.2**	46.2	47.3	46.2	50.4
Highest quartile	25.0	**10.4**	23.5	13.0	15.0	28.3
Dependency status						
Dependent	47.9	**30.1**	59.2	41.0	48.5	48.0
Independent	52.1	**69.9**	40.8	59.0	51.5	52.0
Dependent undergraduates' family income level						
Less than $10,000	6.2	**7.5**	8.2	13.1	14.2	4.2
$10,000-$24,999	14.8	**29.1**	18.9	26.8	27.1	11.3
$25,000-$39,999	20.1	**16.4**	17.0	22.8	23.1	19.8
$40,000-$59,999	31.9	**37.6**	30.3	25.9	24.8	33.7
$60,000-$79,999	14.8	**7.7**	14.4	7.7	5.8	16.8
$80,000 or more	12.2	**1.7**	11.4	3.6	5.0	14.3
Independent undergraduates' income level						
Less than $ 5,000	11.5	**13.6**	12.7	18.6	13.4	10.0
$5,000-$9,999	13.1	**21.3**	14.4	15.4	14.8	12.2
$10,000-$19,999	22.4	**22.0**	23.6	26.7	23.2	21.4
$20,000-$29,999	18.6	**24.3**	17.6	16.0	19.0	18.7
$30,000-$49,999	23.4	**14.2**	19.9	17.7	22.1	25.0
$50,000 or more	11.1	**4.7**	11.8	5.6	7.5	12.6

*Risk factors included delayed enrollment, part-time attendance, being financially independent, having dependents, being a single parent, working full time, and being a GED recipient.

NOTE: Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NSPAS 93). As published in NCES, *Profile of Undergraduates in U.S. Postsecondary Institutions: 1992-93*, tables 4, 8, 3.3b, 4.1b, 4.2b, 4.3b, 4.4b, 4.5b, 6.1b, and 1.5b, pp. C-54, C-58, C-62, C-66, C-70, C-73, C-108, and C-19, 1995.

Table A5-2. Average student-reported total cost of attendance for undergraduates, by race/ethnicity, attendance status, and institution control and level: 1992-93

Attendance status and institution control and level	Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
			(Dollar)			
Average total costs for full-time/ full-year students	13,024	**12,901**	14,862	12,955	11,164	13,023
Public						
Less-than-2-year	11,438	**	**	9,330	**	11,892
2-year	9,437	**	10,989	10,181	8,677	9,342
4-year, non-doctorate-granting	10,602	**11,914**	10,507	10,730	8,908	10,700
4-year, doctorate-granting	11,431	**12,236**	12,582	11,293	10,402	11,422
Private, not-for-profit						
Less-than-4-year	12,314	**	**	**	7,935	12,771
4-year, non-doctorate-granting	17,923	**	20,616	15,330	12,847	18,753
4-year, doctorate-granting	21,251	**	23,316	19,929	20,837	21,264
Private, for-profit						
Less-than-2-year	13,807	**	12,328	12,873	12,523	14,598
2-year or more	16,626	**	**	16,203	12,283	17,655
Average total costs for part-time/ part-year students	5,805	**5,648**	6,292	6,144	5,510	5,752
Public						
Less-than-2-year	4,506	**	3,673	4,475	4,327	4,477
2-year	4,477	**4,733**	4,886	4,682	4,406	4,441
4-year, non-doctorate-granting	6,334	**6,452**	6,239	6,140	6,192	6,378
4-year, doctorate-granting	6,880	**6,714**	7,268	6,670	6,713	6,860
Private, not-for-profit						
Less-than-4-year	6,487	**	8,151	8,005	6,537	6,466
4-year, non-doctorate-granting	8,500	**	9,475	7,575	6,805	8,828
4-year, doctorate-granting	10,008	**	11,731	9,923	9,852	9,913
Private, for-profit						
Less-than-2-year	9,366	**	10,711	9,026	9,622	9,450
2-year or more	9,348	**	8,613	9,294	7,653	9,694

**Sample size is too small for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS 93), Undergraduate Data Analysis System. As published in NCES, *Student Financing of Undergraduate Education, 1992-93*, tables 2.1b and 2.1c, 1995.

Table A5-3. Percent of undergraduates receiving federal aid and average amount of federal aid received, by race/ethnicity, type of federal aid, and attendance status: 1992-93

Type of aid and attendance status	Total	American Indian/ Alaska Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
			(Percent receiving federal aid)			
All undergraduates						
Any federal aid	31.3	**33.8**	24.7	46.4	35.5	28.4
Federal grants	22.6	**29.1**	18.7	38.2	30.7	19.2
Federal work-study	3.1	**2.9**	3.7	4.4	2.7	2.9
Federal loans	19.2	**14.8**	14.8	25.7	14.2	18.6
Any other financial aid	2.7	**1.6**	1.1	3.9	1.5	2.7
			(Dollars)			
Average amount of aid received						
Total federal aid amount	3,567	**3,000**	3,645	3,427	2,100	3,677
Total federal grant amount	1,679	**1,687**	1,819	1,732	1,762	1,648
Total federal work-study amount	1,255	**	1,340	1,262	1,228	1,254
Total federal loan amount	3,186	**3,012**	3,207	2,929	3,105	3,243
Other federal amount	3,249	**	3,266	3,070	3,268	3,290
Average amount of aid received						
Full-time/full-year	4,227	**3,858**	4,094	4,312	3,647	4,270
Part-time/part-year	2,951	**2,317**	3,176	2,725	2,487	3,084

**Sample size is too small for a reliable estimate

NOTE: Because of variations in the type of federal aid received, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS:93), Undergraduate Data Analysis System. As published in NCES, *Student Financing of Undergraduate Education: 1992-93*, tables 3.2a, 3.2b, and 3.2c, 1995.

Table A5-4. Percent of undergraduates receiving federal aid and average amount of federal aid received, by race/ethnicity and institution control and level: 1992-93

Institution control and level	Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
			(Percent receiving federal aid)			
All undergraduates	31.3	**33.8**	24.7	46.4	35.5	28.4
Control						
Public	24.9	**33.5**	21.4	36.0	22.6	23.2
Private, not-for-profit	44.3	**30.5**	31.6	61.1	72.3	40.1
Private, for-profit	67.5	**46.2**	42.6	76.1	70.6	65.2
Level						
Less-than-2-year	56.9	**34.5**	38.2	69.0	53.1	53.6
2- to 3-year	21.5	**27.2**	17.5	30.4	20.6	20.0
4-year or more	37.9	**45.9**	30.0	54.5	53.5	34.4
			(Dollars)			
Average federal aid received by aided undergraduates	3,567	**3,000**	3,645	3,427	2,100	3,677
Control						
Public	3,101	**2,621**	3,067	3,064	2,588	3,166
Private, not-for-profit	4,501	**4,552**	5,057	4,812	3,121	4,656
Private, for-profit	4,004	**5,021**	4,283	3,064	3,690	4,444
Level						
Less-than-2-year	3,371	**3,038**	3,670	2,555	3,639	3,722
2- to 3-year	2,641	**1,961**	2,575	2,381	2,309	2,768
4-year or more	4,142	**4,144**	4,234	4,303	3,245	4,209

NOTE: Because students may have received more than one type of federal aid, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS:93), Undergraduate Data Analysis System. As published in NCES, *Student Financing of Undergraduate Education, 1992-93,* tables 3.2d and 3.2e, 1995.

Table A5-5. Percent of undergraduates receiving state aid and average amount of state aid received, by race/ethnicity and type of aid: 1992-93

Type of state aid	Total	American Indian/ Alaska Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
			(Percent receiving state aid)			
All undergraduates						
Any state aid	10.4	9.0	10.4	12.6	11.2	9.8
Any state grants	8.9	7.6	9.2	10.3	9.8	8.4
Any state loans	0.4	0.3	0.2	0.2	0.3	0.5
Any state work-study	0.4	0.6	0.6	0.4	0.4	0.4
Any other state aid	1.2	1.0	0.7	2.1	1.4	1.0
State non-need-based grants or scholarships	0.6	0.0	0.3	0.5	0.3	0.6
			(Dollars)			
Average amount of state aid						
Total state amount	1,371	1,260	1,576	1,450	1,310	1,351
Total state grant	1,245	956	1,576	1,328	1,218	1,213
Total state loan	2,662	**	**	**	**	2,710
Total state work-study	1,375	**	**	**	**	1,375
Other state amount	1,254	**	**	1,786	1,319	1,155
State non-need-based grants or scholarships	1,274	** **	**	1,431	**	1,278

**Sample size is too small for a reliable estimate

NOTE: Because of variations in the types of state aid received, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS 93), Undergraduate Data Analysis System. As published in NCES, *Student Financing of Undergraduate Education, 1992-93*, tables 3.3a and 3.3b, 1995.

Table A5-6. Percent of undergraduates receiving state aid and average amount of state aid received, by race/ethnicity and institution control and level: 1992-93

Institution control and level	Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
			(Percent receiving state aid)			
All undergraduates	10.4	**9.0**	10.4	12.6	11.2	9.8
Control						
Public	9.3	**9.8**	10.9	10.2	9.9	8.7
Private, not-for-profit	18.3	**21.6**	12.1	29.9	6.2	17.2
Private, for-profit	5.6	**6.1**	2.1	5.9	1.2	5.7
Level						
Less-than-2-year	3.4	**2.6**	1.9	4.1	5.4	3.4
2- to 3-year	7.0	**6.9**	8.0	8.4	4.3	6.8
4-year or more	14.8	**19.5**	13.7	19.1	18.7	13.6
			(Dollars)			
Average state aid received by aided undergraduates	1,371	**1,260**	1,576	1,450	1,310	1,351
Control						
Public	1,112	**1,277**	1,266	1,070	1,119	1,102
Private, not-for-profit	1,909	**	2,850	1,879	1,432	1,925
Private, for-profit	1,977	**	**	2,116	2,726	1,780
Level						
Less-than-2-year	2,304	**	**	1,952	**	2,332
2- to 3-year	828	**	707	929	812	831
4-year or more	1,606	**1,530**	2,060	1,632	1,496	1,590

**Sample size is too small for a reliable estimate

NOTE: Because of variations in the types of state aid received, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS:93), Undergraduate Data Analysis System. As published in NCES, *Student Financing of Undergraduate Education, 1992-93*, tables 3.3c and 3.3d, 1995.

Table A5-7. Percent of undergraduates receiving institutional aid and average amount of institutional aid received, by race/ethnicity and type of aid: 1992-93

Type of institutional aid	Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
			(Percent receiving institutional aid)			
All undergraduates						
Any institutional aid	12.1	**12.9**	10.5	12.2	10.1	12.1
Any grants	10.8	**11.8**	9.3	10.0	8.9	10.9
Any loans	0.5	**0.2**	0.4	0.6	0.6	0.5
Any work-study	1.4	**1.1**	1.7	2.2	1.0	1.3
Any other aid, including assistantships	0.5	**0.2**	0.2	0.6	0.4	0.5
Any non-need-based grants	4.3	**2.4**	2.6	3.7	2.3	4.6
			(Dollars)			
Average amount of institutional aid						
Total aid amount	2,832	**2,006**	4,074	2,576	2,283	2,826
Total grant amount	2,839	**2,044**	4,105	2,676	2,260	2,816
Total loan amount	1,917	**	**	2,122	1,060	1,950
Total work-study amount	1,378	**	1,580	1,184	1,849	1,393
Total other aid, including assistantships	1,551	**	**	1,312	**	1,621
Total non-need-based grants	2,530	**	3,185	2,774	1,941	2,477

**Sample size is too small for a reliable estimate

NOTE: Because of variations in the type of institutional aid received, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS 93), Undergraduate Data Analysis System. As published in NCES, *Student Financing of Undergraduate Education, 1992-93*, tables 3.4a and 3.4b, 1995.

Table A5-8. Percent of undergraduates receiving institutional aid and average amount of institutional aid received, by race/ethnicity and institution control and level: 1992-93

Institution control and level	Total	American Indian/ Alaska Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
			(Percent receiving institutional aid)			
All undergraduates	12.1	**12.9**	10.5	12.2	10.1	12.1
Control						
Public	8.2	**11.4**	7.1	10.2	8.5	7.8
Private, not-for-profit	34.7	**27.3**	30.1	30.3	21.2	36.3
Private, for-profit	4.3	**5.4**	2.2	2.8	5.1	5.1
Level						
Less-than-2-year	3.5	**1.2**	2.0	2.6	3.6	4.0
2- to 3-year	5.0	**9.0**	3.6	5.3	4.2	5.1
4-year or more	20.5	**23.0**	18.0	21.6	20.2	20.1
			(Dollars)			
Average institutional aid received by aided undergraduates	2,832	**2,006**	4,074	2,576	2,283	2,826
Control						
Public	1,456	**1,389**	1,870	1,572	1,023	1,445
Private, not-for-profit	4,473	**	6,510	4,146	4,788	4,382
Private, for-profit	1,605	**	**	1,463	**	1,545
Level						
Less-than-2-year	1,467	**	**	110	**	352
2- to 3-year	901	**	**	830	848	903
4-year or more	3,346	**3,127**	4,505	3,026	2,720	3,358

**Sample size is too small for a reliable estimate.

NOTE: Because of variations in the type of institutional aid received, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS 93), Undergraduate Data Analysis System. As published in NCES, *Student Financing of Undergraduate Education, 1992-93*, tables 3.4c and 3.4d, 1995.

Table A5-9. Percent distribution of aided undergraduates receiving various combinations of financial aid, by type of aid: 1992-93

Type of aid	Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
Grants only	42.3	**54.3**	39.4	43.0	55.0	40.8
Grants and work-study	2.7	**2.5**	6.0	2.7	3.6	2.4
Grants, loans and work-study	6.2	**4.3**	7.9	6.7	3.5	6.3
Grants and loans	24.5	**16.8**	28.0	25.5	20.2	24.6
Loans only	9.3	**4.6**	7.7	6.4	5.8	10.5
Loans and work-study	0.4	**0.0**	0.3	0.5	0.3	0.4
Work-study only	0.6	**0.0**	1.8	0.1	0.3	0.7
Other combination	3.7	**4.8**	2.0	2.8	2.4	4.1
Other	10.4	**12.6**	6.9	12.3	9.0	10.2

NOTE: Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS 93), Undergraduate Data Analysis System. As published in NCES, *Student Financing of Undergraduate Education: 1992-93*, table 3.5a, 1995.

Table A5-10. Percent of undergraduates receiving aid and average amount of aid received, by race/ethnicity and type of aid: 1992-93

Type of aid	Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
			(Percent)			
Receiving aid						
Any aid	41.4	**47.8**	30.8	54.0	43.0	39.3
Any grants	34.6	**42.6**	26.8	47.2	38.8	32.1
Any work-study	4.8	**4.4**	5.8	6.8	4.0	4.5
Any loan	19.8	**15.2**	15.1	26.0	14.9	19.2
Any other type of aid and assistance	5.8	**8.4**	2.7	8.2	4.9	5.6
			(Dollars)			
Average amount of award						
Any aid	4,171	**3,562**	5,126	4,123	3,574	4,195
Any grants	2,522	**2,280**	3,467	2,450	2,355	2,508
Any work-study	1,356	**1,384**	1,458	1,294	1,475	1,361
Any loan	3,266	**3,138**	3,291	2,995	3,079	3,329
Any other type of aid and assistance	2,484	**2,321**	2,399	2,484	2,162	2,518

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS:93), Undergraduate Data Analysis System. As published in NCES, *Student Financing of Undergraduate Education: 1992-93*, tables 3.1a and 3.1b, 1995.

Table A5-11. Percent of undergraduates receiving financial aid for postsecondary education and the average amount awarded to aid recipients, by dependency status and race/ethnicity: 1992-93

Dependency status and race/ethnicity	Total	Received any aid	Received grants	Received loans	Average total aid	Average grant amount	Average loan amount
	(Percent)				*(Dollars)*		
Dependent undergraduates							
Total	47.9	41.7	33.5	21.7	4,844	3,140	3,027
American Indian/Alaska Native	**30.1**	**42.3**	**39.2**	**17.0**	**4,863**	**3,026**	**2,947**
Asian/Pacific Islander	59.2	33.1	28.8	15.2	5,549	4,020	3,133
Black, non-Hispanic	41.0	58.9	50.1	34.4	4,967	2,960	2,768
Hispanic	48.5	45.1	41.0	16.9	3,998	2,697	2,835
White, non-Hispanic	48.0	38.9	30.2	20.7	4,871	3,183	3,081
Independent undergraduates							
Total	52.1	41.2	35.7	17.9	3,544	1,987	3,531
American Indian/Alaska Native	**69.9**	**50.2**	**44.1**	**14.4**	**3,091**	**1,995**	**3,234**
Asian/Pacific Islander	40.8	27.5	24.0	15.1	4,386	2,507	3,524
Black, non-Hispanic	59.0	50.7	45.3	20.3	3,440	2,057	3,263
Hispanic	51.5	41.0	36.6	13.1	3,135	1,994	3,375
White, non-Hispanic	52.0	39.5	33.8	17.9	3,582	1,950	3,593

NOTE: Because of rounding, percents may not add to 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS 93), Undergraduate Data Analysis System. As published in NCES, *Profile of Undergraduates in U.S. Postsecondary Education Institutions 1992-93*, table 1.3b, 5.1b, and 5.2b, pp. C-11, C-92-93, and C-96-97, 1995.

Table A5-12. Average net costs of postsecondary education less all financial aid, by race/ethnicity, dependency status, and income: 1992-93

Dependency status and income	Total	American Indian/ Alaska Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
Attendance-adjusted total cost minus total aid for independent students	6,008	5,937	6,673	6,435	5,826	5,947
Independent student's income						
Less than $5,000	6,036	5,422	6,177	6,476	5,452	6,028
$5,000-$9,999	6,254	6,397	6,295	6,245	6,118	6,278
$10,000-$19,999	6,212	4,357	7,479	6,391	5,952	6,182
$20,000-$29,999	5,827	6,331	7,225	6,513	5,666	5,726
$30,000-$49,999	5,883	7,089	6,203	6,644	5,745	5,803
$50,000 or more	5,857	**	5,957	6,130	6,156	5,800
Attendance-adjusted total cost minus total aid for dependent students	7,232	6,484	9,163	5,752	5,427	7,460
Dependent student's family income						
Less than $ 10,000	5,316	**	4,817	5,063	4,255	5,991
$10,000-$24,999	5,290	**	6,649	5,156	4,107	5,525
$25,000-$39,999	6,036	**	8,071	5,529	5,588	6,016
$40,000-$59,999	6,606	6,288	7,749	5,918	5,587	6,662
$60,000-$79,999	9,805	**	14,370	7,553	8,578	9,657
$80,000 or more	10,701	**	14,430	8,382	10,138	10,524

**Sample size is too small for a reliable estimate.

NOTE: Students 24 years and older are considered financially independent for financial aid purposes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS 93), Undergraduate Data Analysis System. As published in NCES, *Student Financing of Undergraduate Education, 1992-93*, tables 4.1e and 4.1f, 1995.

Table A5-13. Average net costs of postsecondary education among undergraduates, by race/ethnicity, attendance status, and institution level and control: 1992-93

Attendance status and institution level and control	Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
			(Dollars)			
Full-time/full-year undergraduates						
Public						
Less-than-2-year	10,670	**	**	8,678	**	11,059
2-year	8,204	**	10,046	8,778	7,425	8,123
4-year, non-doctoral-granting	8,365	**7,654**	8,981	7,697	6,717	8,554
4-year, doctoral-granting	9,089	**8,018**	10,461	7,700	7,700	9,266
Private, not-for-profit						
Less-than-4-year	8,957	**	**	**	4,930	9,515
4-year, non-doctoral-granting	12,024	**	16,288	9,198	8,200	12,673
4-year, doctoral-granting	15,084	**	17,598	11,516	12,866	15,377
Private, for-profit						
Less-than-2-year	10,666	**	10,552	10,361	8,990	11,191
2-year or more	11,564	**	**	10,916	8,082	12,371
Part-time or part-year undergraduates						
Public						
Less-than-2-year	4,299	**	3,618	4,270	4,265	4,240
2-year	4,143	**4,248**	4,630	4,270	4,212	4,102
4-year, non-doctoral-granting	5,514	**5,455**	5,664	5,047	5,398	5,614
4-year, doctoral-granting	5,800	**5,561**	6,379	5,126	5,385	5,876
Private, not-for-profit						
Less-than-4-year	5,213	**	7,787	6,431	5,187	5,136
4-year, non-doctoral-granting	6,500	**	8,318	5,370	4,596	6,890
4-year, doctoral-granting	8,016	**	9,586	7,684	7,993	8,015
Private, for-profit						
Less-than-2-year	6,986	**	8,447	6,939	7,041	6,949
2-year or more	6,932	**	7,388	6,866	5,507	7,193

**Sample size is too small for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "1992-93 National Postsecondary Student Aid Study" (NPSAS 93), Undergraduate Data Analysis System. As published in NCES, *Student Financing of Undergraduate Education, 1992-93*, table 4.1g and 4.1h, 1995.

Table A6-1. Number of employees in institutions of higher education, by race/ethnicity, institution control, and primary occupation: Fall 1993

Institution control and primary occupation	Total	American Indian/Alaska Native	Asian/Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Nonresident alien	Race/ ethnicity unknown
Total	2,602,612	**12,616**	95,831	274,555	100,990	2,021,998	70,359	26,264
Professional staff	1,687,287	**6,829**	70,518	103,327	44,085	1,375,939	64,097	22,492
Executive/administrative/managerial	143,675	**746**	2,395	12,619	3,715	123,737	279	185
Faculty (instruction/research)	915,474	**3,407**	35,289	45,172	22,312	779,041	14,878	15,375
Instruction/research assistants	202,819	**677**	14,832	7,487	5,245	131,242	37,751	5,585
Professional (support/service)	425,319	**2,000**	18,002	38,049	12,813	341,919	11,189	1,347
Nonprofessional staff	915,325	**5,786**	25,313	171,228	56,905	646,059	6,262	3,772
Technical and paraprofessionals	183,987	**1,063**	7,757	27,684	8,891	135,003	2,505	1,084
Clerical and secretarial	438,041	**2,501**	11,923	67,516	25,050	327,483	2,020	1,548
Skilled crafts	64,065	**498**	735	6,970	3,440	52,008	146	268
Service/maintenance	229,232	**1,724**	4,898	69,058	19,524	131,565	1,591	872
Public, total	1,812,513	**10,496**	65,685	183,885	71,862	1,408,756	54,921	16,909
Professional staff	1,193,284	**6,679**	49,711	72,658	33,120	966,121	51,820	14,175
Executive/administrative/managerial	81,209	**569**	1,340	7,268	2,206	69,596	147	93
Faculty (instruction/research)	650,434	**2,870**	24,308	33,895	17,217	551,205	11,179	9,760
Instruction/research assistants	173,678	**610**	12,616	5,966	4,547	113,600	32,966	3,373
Professional (support/service)	287,963	**1,640**	11,447	25,529	9,150	231,720	7,528	949
Nonprofessional staff	619,229	**4,816**	15,974	111,227	38,742	442,635	3,101	2,734
Technical and paraprofessionals	131,651	**899**	4,630	18,634	6,338	99,224	1,151	775
Clerical and secretarial	290,152	**2,088**	7,620	42,781	17,489	218,006	1,131	1,037
Skilled crafts	46,662	**440**	476	4,980	2,493	37,948	82	243
Service/maintenance	150,764	**1,389**	3,248	44,832	12,422	87,457	737	679
Private, nonprofit	766,723	**2,073**	29,483	88,782	28,078	594,071	15,393	8,843
Professional staff	476,257	**1,124**	20,308	29,507	10,414	394,784	12,236	7,884
Executive/administrative/managerial	59,867	**183**	1,010	5,195	1,431	51,852	130	66
Faculty (instruction/research)	254,130	**621**	10,662	10,679	4,840	218,510	3,676	5,242
Instruction/research assistants	28,065	**66**	2,133	1,380	618	16,884	4,785	2,200
Professional (support/service)	134,195	**366**	6,503	12,253	3,525	107,538	3,645	376
Nonprofessional staff	290,466	**949**	9,175	59,275	17,664	199,287	3,157	959
Technical and paraprofessionals	51,294	**164**	3,086	8,931	2,474	35,023	1,353	263
Clerical and secretarial	144,656	**400**	4,235	24,365	7,314	106,969	886	487
Skilled crafts	17,184	**58**	254	1,977	937	13,870	64	24
Service/maintenance	77,332	**327**	1,600	24,002	6,939	43,425	854	185
Private, for profit	23,376	**47**	663	1,888	1,050	19,171	45	512
Professional staff	17,746	**26**	499	1,162	551	15,034	41	433
Executive/administrative/managerial	2,599	**3**	45	156	78	2,289	2	26
Faculty (instruction/research)	10,910	**16**	319	598	255	9,326	23	373
Instruction/research assistants	1,076	**2**	83	141	80	758	0	12
Professional (support/service)	3,161	**6**	52	267	138	2,661	16	22
Nonprofessional staff	5,630	**21**	164	726	499	4,137	4	79
Technical and paraprofessionals	1,042	**0**	41	119	79	756	1	46
Clerical and secretarial	3,233	**13**	68	370	247	2,508	3	24
Skilled crafts	219	**0**	5	13	10	190	0	1
Service/maintenance	1,136	**8**	50	224	163	683	0	8

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, table B-1b, p. 68, 1996.

Table A6-2. Number of full-time employees in institutions of higher education, by race/ethnicity, institution control, and primary occupation: Fall 1993

Institution control and primary occupation	Total	**American Indian/ Alaska Native**	Asian/Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Nonresident alien	Race/ ethnicity unknown
Total	1,783,510	**9,229**	62,034	219,074	73,960	1,392,311	23,912	2,990
Professional staff	1,039,094	**4,446**	42,946	71,263	26,700	871,647	20,284	1,808
Executive/administrative/managerial	137,834	**726**	2,243	12,232	3,580	118,651	246	156
Faculty (instruction/research)	545,706	**1,997**	25,269	25,658	12,076	468,770	10,829	1,107
Professional (support/service)	355,554	**1,723**	15,434	33,373	11,044	284,226	9,209	545
Nonprofessional staff	744,416	**4,783**	19,088	147,811	47,260	520,664	3,628	1,182
Technical and paraprofessionals	142,846	**842**	5,925	23,351	6,731	103,861	1,892	244
Clerical and secretarial	351,962	**2,026**	8,466	57,646	20,061	262,470	821	472
Skilled crafts	60,926	**474**	672	6,679	3,303	49,514	98	186
Service/maintenance	188,682	**1,441**	4,025	60,135	17,165	104,819	817	280
Public, total	1,206,420	**7,537**	40,632	143,889	50,609	946,206	15,634	1,913
Professional staff	701,426	**3,573**	28,558	48,289	18,995	586,885	14,018	1,108
Executive/administrative/managerial	77,989	**546**	1,239	7,082	2,134	66,787	129	73
Faculty (instruction/research)	382,746	**1,633**	17,596	18,771	8,891	327,282	7,875	700
Professional (support/service)	240,689	**1,396**	9,723	22,436	7,970	192,816	6,014	335
Nonprofessional staff	504,994	**3,964**	12,074	95,600	31,614	359,321	1,616	805
Technical and paraprofessionals	99,589	**706**	3,309	15,307	4,560	74,837	751	120
Clerical and secretarial	233,590	**1,673**	5,476	35,771	13,545	176,433	386	306
Skilled crafts	44,500	**419**	428	4,758	2,383	36,305	44	163
Service/maintenance	127,315	**1,167**	2,861	39,764	11,126	71,746	435	216
Private, nonprofit	562,952	**1,662**	21,054	73,995	22,636	434,470	8,245	900
Professional staff	327,463	**860**	14,149	22,297	7,376	275,967	6,236	588
Executive/administrative/managerial	57,294	**178**	960	4,995	1,368	49,620	115	58
Faculty (instruction/research)	158,059	**349**	7,515	6,596	3,058	137,259	2,941	341
Professional (support/service)	112,110	**323**	5,674	10,706	2,950	89,088	3,180	189
Nonprofessional staff	235,489	**802**	6,905	51,698	15,260	158,503	2,009	312
Technical and paraprofessionals	42,454	**137**	2,581	7,933	2,107	28,477	1,140	79
Clerical and secretarial	115,865	**342**	2,934	21,599	6,311	84,097	433	149
Skilled crafts	16,314	**66**	243	1,910	912	13,118	54	22
Service/maintenance	60,856	**268**	1,147	20,256	5,930	32,811	382	62
Private, for profit	14,138	**40**	348	1,190	715	11,635	33	177
Professional staff	10,205	**23**	239	677	329	8,795	30	112
Executive/administrative/managerial	2,551	**3**	44	155	78	2,244	2	25
Faculty (instruction/research)	4,899	**16**	158	291	127	4,229	13	66
Professional (support/service)	2,755	**6**	37	231	124	2,322	15	21
Nonprofessional staff	3,933	**17**	109	513	386	2,840	3	65
Technical and paraprofessionals	803	**0**	35	111	64	547	1	45
Clerical and secretarial	2,507	**11**	56	276	205	1,940	2	17
Skilled crafts	112	**0**	1	11	8	91	0	1
Service/maintenance	511	**6**	17	115	109	262	0	2

NOTE: Instruction/research assistants are defined as part time only and are not included in this table. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, table B-1c, p. 69, 1996.

Table A6-3. Number of part-time employees in institutions of higher education, by race/ethnicity, institution control, and primary occupation: Fall 1993

Institution control and primary occupation	Total	**American Indian/Alaska Native**	Asian/Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Nonresident alien	Race/ ethnicity unknown
Total	819,102	**3,386**	33,797	55,481	27,030	629,687	46,447	23,274
Professional staff	648,193	**2,383**	27,572	32,064	17,385	504,292	43,813	20,684
Executive/administrative/managerial	5,841	**19**	152	387	135	5,086	33	29
Faculty (instruction/research)	369,768	**1,410**	10,020	19,514	10,236	310,271	4,049	14,268
Instruction/research assistants	202,819	**677**	14,832	7,487	5,245	131,242	37,751	5,585
Professional (support/service)	69,765	**277**	2,568	4,676	1,769	57,693	1,980	802
Nonprofessional staff	170,909	**1,003**	6,225	23,417	9,645	125,395	2,634	2,590
Technical and paraprofessionals	41,141	**221**	1,832	4,333	2,160	31,142	613	840
Clerical and secretarial	86,079	**475**	3,457	9,870	4,989	65,013	1,199	1,076
Skilled crafts	3,139	**24**	63	291	137	2,494	48	82
Service/maintenance	40,550	**283**	873	8,923	2,359	26,746	774	592
Public, total	606,093	**2,958**	25,053	39,996	21,253	462,550	39,287	14,996
Professional staff	491,858	**2,106**	21,153	24,369	14,125	379,236	37,802	13,067
Executive/administrative/managerial	3,220	**14**	101	186	72	2,809	18	20
Faculty (instruction/research)	267,686	**1,237**	6,712	15,124	8,326	223,923	3,304	9,060
Instruction/research assistants	173,678	**610**	12,616	5,966	4,547	113,600	32,966	3,373
Professional (support/service)	47,274	**245**	1,724	3,093	1,180	38,904	1,514	614
Nonprofessional staff	114,235	**852**	3,900	15,627	7,128	83,314	1,485	1,929
Technical and paraprofessionals	32,062	**194**	1,321	3,327	1,778	24,387	400	655
Clerical and secretarial	56,562	**415**	2,144	7,010	3,944	41,573	745	731
Skilled crafts	2,162	**21**	48	222	110	1,643	38	80
Service/maintenance	23,449	**222**	387	5,068	1,296	15,711	302	463
Private, nonprofit	203,771	**421**	8,429	14,787	5,442	159,601	7,148	7,943
Professional staff	148,794	**274**	6,159	7,210	3,038	118,817	6,000	7,296
Executive/administrative/managerial	2,573	**5**	50	200	63	2,232	15	8
Faculty (instruction/research)	96,071	**172**	3,147	4,083	1,782	81,251	735	4,901
Instruction/research assistants	28,065	**65**	2,133	1,380	618	16,884	4,785	2,200
Professional (support/service)	22,085	**32**	829	1,547	575	18,450	465	187
Nonprofessional staff	54,977	**147**	2,270	7,577	2,404	40,784	1,148	647
Technical and paraprofessionals	8,840	**27**	505	998	367	6,546	213	184
Clerical and secretarial	28,791	**58**	1,301	2,766	1,003	22,872	453	338
Skilled crafts	870	**3**	11	67	25	752	10	2
Service/maintenance	16,476	**59**	453	3,746	1,009	10,614	472	123
Private, for profit	9,238	**7**	315	698	335	7,536	12	335
Professional staff	7,541	**3**	260	485	222	6,239	11	321
Executive/administrative/managerial	48	**0**	1	1	0	45	0	1
Faculty (instruction/research)	6,011	**1**	161	307	128	5,097	10	307
Instruction/research assistants	1,076	**2**	83	141	80	758	0	12
Professional (support/service)	406	**0**	15	36	14	339	1	1
Nonprofessional staff	1,697	**4**	55	213	113	1,297	1	14
Technical and paraprofessionals	239	**0**	6	8	15	209	0	1
Clerical and secretarial	726	**2**	12	94	42	568	1	7
Skilled crafts	107	**0**	4	2	2	99	0	0
Service/maintenance	625	**2**	33	109	54	421	0	6

NOTE: Instruction/research assistants are defined as part time only. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, table B-1d, p. 70, 1996.

Table A6-4. Number of employees in 4-year institutions of higher education, by race/ethnicity, institution control, and primary occupation: Fall 1993

Institution control and primary occupation	Total	**American Indian/Alaska Native**	Asian/Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Nonresident alien	Race/ethnicity unknown
Total	2,095,567	**8,731**	85,236	228,887	77,341	1,608,361	69,677	17,334
Professional staff	1,329,285	**4,380**	63,629	79,060	32,009	1,071,347	63,675	15,185
Executive/administrative/managerial	118,908	**429**	2,025	10,456	2,718	102,907	272	101
Faculty (instruction/research)	625,969	**1,764**	29,655	28,252	13,218	530,157	14,520	8,413
Instruction/research assistants	199,796	**662**	14,777	7,164	5,145	128,788	37,751	5,509
Professional (support/service)	384,612	**1,536**	17,172	33,188	10,928	309,495	11,132	1,162
Nonprofessional staff	766,282	**4,351**	21,607	149,827	45,332	537,014	6,002	2,149
Technical and paraprofessionals	151,061	**812**	6,807	24,388	6,912	109,194	2,424	524
Clerical and secretarial	361,628	**1,825**	9,928	58,140	19,250	269,708	1,908	869
Skilled crafts	57,371	**449**	649	6,421	3,014	46,456	135	247
Service/maintenance	196,222	**1,265**	4,223	60,878	16,156	111,656	1,535	509
Public, total	1,333,533	**7,131**	55,487	140,117	49,300	1,018,863	54,297	8,338
Professional staff	855,913	**3,601**	43,102	49,537	21,669	679,423	51,449	7,132
Executive/administrative/managerial	59,678	**314**	1,014	5,278	1,395	51,482	142	53
Faculty (instruction/research)	374,021	**1,384**	18,875	17,674	8,401	313,861	10,855	2,971
Instruction/research assistants	170,916	**696**	12,565	5,654	4,457	111,373	32,966	3,305
Professional (support/service)	251,298	**1,307**	10,648	20,931	7,416	202,707	7,486	803
Nonprofessional staff	477,620	**3,530**	12,385	90,580	27,631	339,440	2,848	1,206
Technical and paraprofessionals	99,950	**655**	3,709	15,467	4,463	74,324	1,070	262
Clerical and secretarial	217,581	**1,444**	5,683	33,728	11,881	163,426	1,025	394
Skilled crafts	40,299	**391**	395	4,450	2,070	32,699	71	223
Service/maintenance	119,790	**1,040**	2,598	36,935	9,217	68,991	682	327
Private, nonprofit	753,275	**1,576**	29,369	88,090	27,645	582,521	15,374	8,701
Professional staff	466,693	**763**	20,222	29,136	10,131	386,450	12,224	7,767
Executive/administrative/managerial	58,458	**113**	996	5,147	1,307	50,718	130	47
Faculty (instruction/research)	247,898	**359**	10,606	10,442	4,736	212,921	3,664	5,170
Instruction/research assistants	28,000	**65**	2,132	1,378	618	16,823	4,785	2,199
Professional (support/service)	132,337	**226**	6,488	12,169	3,470	105,988	3,645	351
Nonprofessional staff	286,582	**812**	9,147	58,954	17,514	196,071	3,150	934
Technical and paraprofessionals	50,862	**167**	3,083	8,900	2,443	34,665	1,353	261
Clerical and secretarial	142,796	**373**	4,223	24,243	7,266	105,343	880	468
Skilled crafts	16,998	**58**	253	1,970	936	13,694	64	23
Service/maintenance	75,926	**224**	1,588	23,841	6,869	42,369	853	182
Private, for profit	8,759	**25**	380	680	396	6,977	6	295
Professional staff	6,679	**16**	305	387	209	5,474	2	286
Executive/administrative/managerial	772	**2**	15	31	16	707	0	1
Faculty (instruction/research)	4,050	**11**	174	136	81	3,375	1	272
Instruction/research assistants	880	**1**	80	132	70	592	0	5
Professional (support/service)	977	**2**	36	88	42	800	1	8
Nonprofessional staff	2,080	**9**	75	293	187	1,503	4	9
Technical and paraprofessionals	249	**0**	15	21	6	205	1	1
Clerical and secretarial	1,251	**8**	22	169	103	939	3	7
Skilled crafts	74	**0**	1	1	8	63	0	1
Service/maintenance	506	**1**	37	102	70	296	0	0

NOTE Because of rounding, details may not add to totals

SOURCE U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, table B-2b, p. 75, 1996

Table A6-5. Number of employees in 2-year institutions of higher education, by race/ethnicity, institution control, and primary occupation: Fall 1993

Institution control and primary occupation	Total	**American Indian/Alaska Native**	Asian/Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Nonresident alien	Race/ ethnicity unknown
Total	505,843	**3,884**	10,578	45,462	23,601	412,708	682	8,928
Professional staff	357,447	**2,449**	6,876	24,155	12,070	304,170	422	7,305
Executive/administrative/managerial	24,632	**316**	370	2,152	996	20,707	7	84
Faculty (instruction/research)	289,190	**1,663**	5,621	16,835	9,091	248,672	358	6,960
Instruction/research assistants	3,023	**16**	55	323	100	2,454	0	76
Professional (support/service)	40,602	**466**	830	4,845	1,883	32,337	57	185
Nonprofessional staff	148,396	**1,436**	3,702	21,307	11,531	108,538	260	1,623
Technical and paraprofessionals	32,702	**261**	950	3,227	1,945	25,688	81	560
Clerical and secretarial	76,085	**676**	1,992	9,363	5,795	57,468	112	679
Skilled crafts	6,622	**49**	86	548	426	5,481	11	21
Service/maintenance	32,987	**469**	674	8,169	3,365	19,901	56	363
Public, total	478,980	**3,364**	10,198	43,768	22,562	389,893	624	8,571
Professional staff	337,371	**2,078**	6,609	23,121	11,451	286,698	371	7,043
Executive/administrative/managerial	21,531	**245**	326	1,990	811	18,114	5	40
Faculty (instruction/research)	276,413	**1,486**	5,433	16,221	8,816	237,344	324	6,789
Instruction/research assistants	2,762	**14**	51	312	90	2,227	0	68
Professional (support/service)	36,665	**333**	799	4,598	1,734	29,013	42	146
Nonprofessional staff	141,609	**1,286**	3,589	20,647	11,111	103,195	253	1,528
Technical and paraprofessionals	31,701	**244**	921	3,167	1,875	24,900	81	513
Clerical and secretarial	72,571	**644**	1,937	9,053	5,608	54,580	106	643
Skilled crafts	6,363	**49**	81	530	423	5,249	11	20
Service/maintenance	30,974	**349**	650	7,897	3,205	18,466	55	352
Private, nonprofit	13,397	**498**	112	690	433	11,503	19	142
Professional staff	9,517	**361**	85	370	283	8,289	12	117
Executive/administrative/managerial	1,400	**70**	14	48	124	1,125	0	19
Faculty (instruction/research)	6,210	**162**	55	236	104	5,569	12	72
Instruction/research assistants	65	**0**	1	2	0	61	0	1
Professional (support/service)	1,842	**129**	15	84	55	1,534	0	25
Nonprofessional staff	3,880	**137**	27	320	150	3,214	7	25
Technical and paraprofessionals	431	**7**	3	31	31	357	0	2
Clerical and secretarial	1,860	**27**	12	122	48	1,626	6	19
Skilled crafts	186	**0**	1	7	1	176	0	1
Service/maintenance	1,403	**103**	11	160	70	1,055	1	3
Private, for profit	13,466	**22**	268	1,004	606	11,312	39	215
Professional staff	10,559	**10**	182	664	336	9,183	39	145
Executive/administrative/managerial	1,701	**1**	30	114	61	1,468	2	25
Faculty (instruction/research)	6,567	**6**	133	378	171	5,759	22	99
Instruction/research assistants	196	**1**	3	9	10	166	0	7
Professional (support/service)	2,095	**3**	16	163	94	1,790	15	14
Nonprofessional staff	2,907	**12**	86	340	270	2,129	0	70
Technical and paraprofessionals	570	**0**	26	29	39	431	0	45
Clerical and secretarial	1,654	**6**	43	188	139	1,262	0	17
Skilled crafts	73	**0**	4	11	2	56	0	0
Service/maintenance	610	**7**	13	112	90	380	0	8

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, table B-3b, p. 82, 1996.

Table A6-6. Number, median salary, and percent distribution of full-time employees in 4-year institutions of higher education, by race/ethnicity, sex, and primary occupation: Fall 1993

Primary occupation	Total	Men								Women							
		Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non Hispanic	Non-resident alien	Race/ ethnicity unknown	Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non Hispanic	Non-resident alien	Race/ ethnicity unknown
Faculty																	
Full-time faculty total	441,496	306,327	**741**	17,784	10,781	5,763	262,402	8,256	600	135,169	**477**	5,376	8,640	3,294	114,694	2,434	254
Percent of staff category	100.0	69.4	**0.2**	4.0	2.4	1.3	59.4	1.9	0.1	30.6	**0.1**	1.2	2.0	0.7	26.0	0.6	0.1
9-10 month contract	300,247	206,908	**538**	11,415	7,697	3,910	178,970	3,965	413	93,339	**339**	2,891	6,224	2,355	80,241	1,130	159
Median salary	44,433	48,147	**42,803**	51,415	41,500	44,672	48,427	43,964	36,903	38,118	**36,406**	39,733	37,324	38,441	38,169	35,530	33,314
Percent of staff category	100.0	68.9	**0.2**	3.8	2.6	1.3	59.6	1.3	0.1	31.1	**0.1**	1.0	2.1	0.8	26.7	0.4	0.1
Less than 9 month contract	3,690	2,155	**10**	119	122	48	1,685	160	11	1,535	**6**	71	83	39	1,288	42	6
Percent of staff category	100.0	58.4	**0.3**	3.2	3.3	1.3	45.7	4.3	0.3	41.6	**0.2**	1.9	2.2	1.1	34.9	1.1	0.2
11-12 month contract	137,559	97,264	**193**	6,250	2,962	1,805	81,747	4,131	176	40,295	**132**	2,414	2,333	900	33,165	1,262	89
Median salary	53,656	55,832	**52,361**	54,295	52,672	55,893	56,252	33,396	43,649	44,658	**39,722**	45,229	44,954	44,238	45,183	29,205	40,417
Percent of staff category	100.0	70.7	**0.1**	4.5	2.2	1.3	59.4	3.0	0.1	29.3	**0.1**	1.8	1.7	0.7	24.1	0.9	0.1
Nonfaculty																	
Full-time nonfaculty total	1,080,711	429,760	**2,263**	13,504	61,061	22,082	322,531	7,575	744	650,951	**3,203**	19,924	111,582	29,039	481,136	5,348	719
Percent of staff category	100.0	39.8	**0.2**	1.2	5.7	2.0	29.8	0.7	0.1	60.2	**0.3**	1.8	10.3	2.7	44.5	0.5	0.1
Executive/Administrative/Managerial	114,548	66,251	**242**	1,074	4,863	1,359	58,497	163	53	48,297	**173**	857	5,316	1,268	40,578	76	29
Median salary	49,800	55,445	**48,023**	55,709	49,309	48,788	55,683	49,474	56,452	41,964	**37,900**	46,938	41,142	39,053	42,081	44,000	48,000
Percent of staff category	100.0	57.8	**0.2**	0.9	4.2	1.2	51.1	0.1	**	42.2	**0.2**	0.7	4.6	1.1	35.4	0.1	0.0
Professional (support/service)	323,602	130,285	**517**	6,070	9,127	3,646	104,807	5,889	229	193,317	**789**	8,727	20,415	5,860	153,993	3,276	257
Median salary	32,554	33,990	**31,332**	33,789	31,051	32,191	34,812	27,162	28,650	31,657	**29,410**	35,341	31,055	30,482	31,725	26,656	28,708
Percent of staff category	100.0	40.3	**0.2**	1.9	2.8	1.1	32.4	1.8	0.1	59.7	**0.2**	2.7	6.3	1.8	47.6	1.0	0.1
Technical/Paraprofessional	122,420	51,014	**257**	2,237	6,547	2,394	38,674	824	81	71,406	**413**	3,066	14,709	3,104	48,983	1,046	85
Median salary	23,759	25,740	**23,539**	26,097	22,907	24,147	26,447	24,343	22,083	22,643	**22,245**	24,389	20,916	22,180	23,095	22,039	20,662
Percent of staff category	100.0	41.7	**0.2**	1.8	5.3	2.0	31.6	0.7	0.1	58.3	**0.3**	2.5	12.0	2.5	40.0	0.9	0.1
Clerical and secretarial	300,907	29,715	**173**	1,558	5,860	2,432	19,443	197	52	271,192	**1,405**	5,797	45,578	13,722	203,824	585	281
Median salary	20,047	20,344	**19,211**	22,370	19,540	20,592	20,425	19,160	15,059	20,016	**19,357**	23,300	19,751	20,300	19,982	20,143	16,864
Percent of staff category	100.0	9.9	**0.1**	0.5	1.9	0.8	6.5	0.1	**	90.1	**0.5**	1.9	15.1	4.6	67.7	0.2	0.1
Skilled crafts	55,023	52,332	**403**	567	5,773	2,809	42,532	80	168	2,691	**28**	31	422	115	2,081	10	4
Median salary	26,929	27,234	**27,336**	30,794	24,184	26,526	27,595	26,176	20,385	21,434	**24,000**	22,639	20,780	20,208	21,609	17,714	18,000
Percent of staff category	100.0	95.1	**0.7**	1.0	10.5	5.1	77.3	0.1	0.3	4.9	**0.1**	0.1	0.8	0.2	3.8	0.0	**
Service/maintenance	164,211	100,163	**671**	1,998	28,891	9,442	58,578	422	161	64,048	**395**	1,446	25,142	4,970	31,677	355	63
Median salary	17,987	19,102	**19,151**	20,647	16,887	19,089	20,087	15,956	16,618	16,529	**16,102**	19,156	15,646	16,112	17,151	14,918	12,808
Percent of staff category	100.0	61.0	**0.4**	1.2	17.6	5.7	35.7	0.3	0.1	39.0	**0.2**	0.9	15.3	3.0	19.3	0.2	**

**Less than .05 percent.

NOTE: Medians were calculated from grouped data assuming equal distribution throughout the intervals. Unbound lower and upper categories were assigned boundaries. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, table B-5b, p. 91, 1996.

Table A6-7. Number, median salary, and percent distribution of full-time employees in 2-year and less-than-2-year institutions of higher education, by race/ethnicity, sex, and primary occupation: Fall 1993

Primary occupation	Total	Men								Women							
		Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Non-resident alien	Race/ ethnicity unknown	Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Non-resident alien	Race/ ethnicity unknown
Faculty																	
Full-time faculty total	104,210	57,103	**496**	1,159	2,604	1,696	50,876	99	173	47,107	**283**	950	3,633	1,323	40,796	40	80
Percent of staff category	100.0	54.8	**0.5**	1.1	2.5	1.6	48.8	0.1	0.2	45.2	**0.3**	0.9	3.5	1.3	39.1	**	0.1
9-10 month contract	84,613	46,043	**293**	1,005	1,957	1,437	41,156	83	110	38,570	**224**	861	2,727	1,121	33,550	33	54
Median salary	39,262	41,734	**41,500**	43,503	39,877	43,064	41,749	32,019	40,769	36,862	**34,[illegible]**	42,587	37,111	39,829	36,404	32,188	34,375
Percent of staff category	100.0	54.4	**0.3**	1.2	2.3	1.7	48.6	0.1	0.1	45.6	**0.3**	1.0	3.2	1.3	39.7	**	0.1
Less than 9 month contract	1,566	890	**20**	18	39	33	730	1	49	676	**18**	10	31	26	572	0	19
Percent of staff category	100.0	56.8	**1.3**	1.1	2.5	2.1	46.6	0.1	3.1	43.2	**1.1**	0.6	2.0	1.7	36.5	0.0	1.2
11-12 month contract	18,031	10,170	**183**	136	608	226	8,988	15	14	7,861	**41**	79	875	176	6,676	7	7
Median salary	36,582	37,359	**22,946**	36,250	34,672	37,281	37,705	30,417	25,000	35,606	**33,553**	34,500	36,442	33,810	35,589	29,167	30,833
Percent of staff category	100.0	56.4	**1.0**	0.8	3.4	1.3	49.8	0.1	0.1	43.6	**0.2**	0.4	4.9	1.0	37.0	**	0.0
Nonfaculty																	
Full-time nonfaculty total	157,093	61,118	**801**	1,439	8,278	4,670	45,645	80	205	95,975	**965**	1,698	12,495	6,093	74,229	80	215
Percent of staff category	100.0	38.9	**0.5**	0.9	5.3	3.0	29.1	0.1	0.1	61.1	**0.6**	1.2	8.0	3.9	47.3	0.1	0.1
Executive/Administrative/Managerial	23,286	13,847	**173**	170	1,041	604	11,806	3	50	9,439	**138**	142	1,012	349	7,770	4	24
Median salary	50,013	53,548	**34,605**	55,957	52,646	52,080	53,813	33,750	56,935	44,706	**32,800**	51,500	47,480	47,891	44,330	45,000	47,000
Percent of staff category	100.0	59.5	**0.7**	0.7	4.5	2.6	50.7	**	0.2	40.5	**0.6**	0.6	4.3	1.5	33.4	**	0.1
Professional (support/service)	31,952	12,415	**200**	265	1,324	676	9,909	19	22	19,537	**217**	372	2,507	862	15,517	25	37
Median salary	32,150	34,845	**23,615**	40,643	33,738	36,563	35,008	27,500	26,667	30,582	**25,324**	39,068	31,548	32,257	30,314	27,250	25,313
Percent of staff category	100.0	38.9	**0.6**	0.8	4.1	2.1	31.0	0.1	0.1	61.1	**0.7**	1.2	7.8	2.7	48.6	0.1	0.1
Technical/Paraprofessional	20,426	8,056	**67**	286	684	519	6,436	11	54	12,370	**105**	336	1,411	714	9,769	11	24
Median salary	24,702	26,695	**24,028**	29,507	25,676	26,175	26,845	23,125	18,452	23,677	**22,823**	29,270	21,721	23,910	23,797	26,875	20,833
Percent of staff category	100.0	39.4	**0.3**	1.4	3.3	2.5	31.5	0.1	0.3	60.6	**0.5**	1.6	6.9	3.5	47.8	0.1	0.1
Clerical and secretarial	51,055	3,086	**39**	161	527	324	2,018	4	13	47,969	**409**	950	5,681	3,583	37,185	35	126
Median salary	20,483	20,750	**19,833**	25,188	20,826	20,313	20,475	16,000	18,000	20,466	**18,723**	25,219	19,963	20,387	20,437	21,346	18,941
Percent of staff category	100.0	6.0	**0.1**	0.3	1.0	0.6	4.0	**	**	94.0	**	1.9	11.1	7.0	72.8	0.1	0.2
Skilled crafts	5,903	5,404	**41**	71	434	354	4,482	8	14	499	**2**	3	50	25	419	0	0
Median salary	26,406	26,979	**24,792**	30,872	24,856	27,606	27,070	25,000	26,250	20,575	**20,000**	23,750	19,333	20,938	20,690	0	0
Percent of staff category	100.0	91.5	**0.7**	1.2	7.4	6.0	75.9	0.1	0.2	8.5	**	0.1	0.8	0.4	7.1	0.0	0.0
Service/maintenance	24,471	18,310	**281**	486	4,268	2,193	10,996	35	52	6,161	**94**	95	1,834	560	3,569	5	4
Median salary	19,541	20,409	**16,167**	24,450	17,887	21,202	21,014	16,688	21,621	17,026	**14,286**	20,779	16,068	17,879	17,392	19,167	16,500
Percent of staff category	100.0	74.8	**1.1**	2.0	17.4	9.0	44.9	0.1	0.2	25.2	**0.4**	0.4	7.5	2.3	14.6	**	**

**Less than .05 percent.

NOTE: Medians were calculated from grouped data assuming equal distribution throughout the intervals. Unbound lower and upper categories were assigned boundaries. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, table B-5c, p. 93, 1996.

Table A6-8. Number, median salary, and percent distribution of full-time employees in public institutions of higher education, by race/ethnicity and primary occupation: Fall 1993

Primary occupation	Total							
	Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Non-resident alien	Race/ ethnicity unknown
Faculty								
Full-time faculty total	382,748	**1,633**	17,596	18,771	8,891	327,282	7,875	700
Percent of staff category	100.0	**0.4**	4.6	4.9	2.3	85.5	2.1	0.2
9-10 month contract	276,396	**1,233**	12,071	14,561	6,950	237,492	3,582	507
Median salary	43,659	**39,620**	48,894	39,713	42,246	43,788	40,931	39,304
Percent of staff category	100.0	**0.4**	4.4	5.3	2.5	85.9	1.3	0.2
Less than 9 month contract	3,076	**50**	107	154	97	2,534	120	14
Percent of staff category	100.0	**1.6**	3.5	5.0	3.2	82.4	3.9	0.5
11-12 month contract	103,276	**360**	5,418	4,056	1,844	87,256	4,173	179
Median salary	50,730	**42,027**	50,864	44,078	49,266	51,996	31,201	42,417
Percent of staff category	100.0	**0.3**	5.2	3.9	1.8	84.5	4.0	0.2
Nonfaculty								
Full-time nonfaculty total	823,672	**5,904**	23,036	125,118	41,718	618,924	7,759	1,213
Percent of staff category	100.0	**0.7**	2.8	15.2	5.1	75.1	0.9	0.1
Executive/Administrative/Manage	77,989	**546**	1,239	7,082	2,134	66,787	129	73
Median salary	53,636	**41,666**	56,360	50,302	51,782	54,026	55,227	57,981
Percent of staff category	100.0	**0.7**	1.6	9.1	2.7	85.6	0.2	0.1
Professional (support/service)	240,689	**1,396**	9,723	22,436	7,970	192,816	6,014	335
Median salary	32,810	**29,087**	34,522	31,674	31,543	33,122	26,975	29,965
Percent of staff category	100.0	**0.6**	4.0	9.3	3.3	80.1	2.5	0.1
Technical/Paraprofessional	99,589	**706**	3,309	15,307	4,560	74,837	751	120
Median salary	23,589	**22,866**	24,825	20,863	22,816	24,215	20,964	21,628
Percent of staff category	100.0	**0.7**	3.3	15.4	4.6	75.1	0.8	0.1
Clerical and secretarial	233,590	**1,673**	5,476	35,771	13,545	176,433	386	306
Median salary	20,225	**19,436**	23,836	19,273	19,643	20,387	18,863	18,128
Percent of staff category	100.0	**0.7**	2.3	15.3	5.8	75.5	0.2	0.1
Skilled crafts	44,500	**419**	428	4,758	2,383	36,305	44	163
Median salary	26,343	**26,799**	30,615	22,995	24,776	26,831	21,875	20,878
Percent of staff category	100.0	**0.9**	1.0	10.7	5.4	81.6	0.1	0.4
Service/maintenance	127,315	**1,167**	2,861	39,764	11,125	71,746	435	216
Median salary	18,264	**18,113**	20,798	15,649	17,759	19,634	14,938	17,152
Percent of staff category	100.0	**0.9**	2.2	31.2	8.7	56.4	0.3	0.2

NOTE: Medians were calculated from grouped data assuming equal distribution throughout the intervals. Unbound lower and upper categories were assigned boundaries. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, table B-5d, p. 95, 1996.

Table A6-9. Number, median salary, and percent distribution of full-time employees in private institutions of higher education, by primary occupation and race/ethnicity: Fall 1993

Primary occupation	Total							
	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian or Pacific Islander	**American Indian or Alaskan Native**	Non-resident alien	Race/ethnicity unknown
Full-time faculty total	162,958	141,488	6,887	3,185	7,673	**364**	2,954	407
Percent of staff category	100.0	86.8	4.2	2.0	4.7	**0.2**	1.8	0.2
Faculty								
9-10 month contract	108,464	96,427	4,044	1,873	4,101	**161**	1,629	229
Median salary	41,961	42,117	36,621	40,520	45,911	**34,537**	42,969	31,009
Percent of staff category	100.0	88.9	3.7	1.7	3.8	**0.1**	1.5	0.2
Less than 9 month contract	2,180	1,741	121	49	111	**4**	83	71
Percent of staff category	100.0	79.9	5.6	2.2	5.1	**0.2**	3.8	3.3
11-12 month contract	52,314	43,320	2,722	1,263	3,461	**199**	1,242	107
Median salary	50,311	51,062	47,000	50,393	51,745	**23,304**	36,377	41,759
Percent of staff category	100.0	82.8	5.2	2.4	6.6	**0.4**	2.4	0.2
Full-time nonfaculty total	414,132	304,617	68,298	20,166	13,729	**1,328**	5,324	670
Percent of staff category	100.0	73.6	16.5	4.9	3.3	**0.3**	1.3	0.2
Executive/Administrative/Managerial	59,845	51,864	5,150	1,446	1,004	**181**	117	83
Median salary	44,096	44,861	39,496	37,638	44,205	**32,841**	39,808	44,167
Percent of staff category	100.0	86.7	8.6	2.4	1.7	**0.3**	0.2	0.1
Professional (support/service)	114,865	91,410	10,937	3,074	5,711	**328**	3,195	210
Median salary	31,784	32,061	29,989	31,266	35,471	**23,276**	27,002	26,226
Percent of staff category	100.0	79.6	9.5	2.7	5.0	**0.3**	2.8	0.2
Technical/Paraprofessional	43,257	29,024	8,044	2,171	2,616	**137**	1,141	124
Median salary	24,617	24,943	23,174	24,455	26,440	**23,017**	24,246	18,939
Percent of staff category	100.0	67.1	18.6	5.0	6.0	**0.3**	2.6	0.3
Clerical and secretarial	118,372	86,037	21,875	6,516	2,990	**353**	435	166
Median salary	19,897	19,540	20,637	21,610	22,556	**18,194**	20,844	15,458
Percent of staff category	100.0	72.7	18.5	5.5	2.5	**0.3**	0.4	0.1
Skilled crafts	16,426	13,209	1,921	920	244	**55**	54	23
Median salary	28,398	28,466	27,248	29,145	30,643	**27,600**	26,538	19,400
Percent of staff category	100.0	80.4	11.7	5.6	1.5	**0.3**	0.3	0.1
Service/maintenance	61,367	33,073	20,371	6,039	1,164	**274**	382	64
Median salary	17,992	17,953	17,684	19,642	19,257	**13,962**	16,030	15,750
Percent of staff category	100.0	53.9	33.2	9.8	1.9	**0.4**	0.6	0.1

NOTE: Medians were calculated from grouped data assuming equal distribution throughout the intervals. Unbound lower and upper categories were assigned boundaries. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, table B-5e, p. 96, 1996.

Table A6-10. Number and percent distributions of full-time faculty in institutions of higher education, by rank, tenure, sex, and race/ethnicity: Fall 1993

Faculty	Total	Men								Women							
		Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian or Alaskan Native	Non-resident alien	Race/ethnicity unknown	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian or Alaskan Native	Non-resident alien	Race/ethnicity unknown
Rank																	
Full-time faculty total	545,706	363,430	313,278	13,385	7,459	18,943	1,237	8,355	773	182,276	155,492	12,273	4,617	6,326	760	2,474	334
Percent of staff category	100.0	66.6	57.4	2.5	1.4	3.5	0.2	1.5	0.1	33.4	28.5	2.2	0.8	1.2	0.1	0.5	0.1
Percent of total staff	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Professors	157,253	130,574	118,308	2,982	1,776	6,245	283	848	132	26,679	23,540	1,544	611	788	69	94	33
Percent of staff category	100.0	83.0	75.2	1.9	1.1	4.0	0.2	0.5	0.1	17.0	15.0	1.0	0.4	0.5	**	0.1	**
Percent of total staff	28.8	35.9	37.8	22.3	23.8	33.0	22.9	10.1	17.1	14.6	15.1	12.6	13.2	12.5	9.1	3.8	9.9
Associate professors	120,696	84,506	74,191	3,089	1,590	4,367	193	942	134	36,190	31,826	2,237	701	1,104	90	197	35
Percent of staff category	100.0	70.0	61.5	2.6	1.3	3.6	0.2	0.8	0.1	30.0	26.4	1.9	0.6	0.9	0.1	0.2	**
Percent of total staff	22.1	23.3	23.7	23.1	21.3	23.1	15.6	11.3	17.3	19.9	20.5	18.2	15.2	17.5	11.8	8.0	10.5
Assistant professors	129,159	74,822	59,709	3,801	1,951	5,277	208	3,628	248	54,337	45,382	3,885	1,436	2,309	223	974	128
Percent of staff category	100.0	57.9	46.2	2.9	1.5	4.1	0.2	2.8	0.2	42.1	35.1	3.0	1.1	1.8	0.2	0.8	0.1
Percent of total staff	23.7	20.6	19.1	28.4	26.2	27.9	16.8	43.4	32.1	29.8	29.2	31.7	31.1	36.5	29.3	39.4	38.3
Instructors	67,700	34,343	28,768	2,094	1,214	1,136	394	582	155	33,357	28,132	2,618	1,046	1,007	216	270	68
Percent of staff category	100.0	50.7	42.5	3.1	1.8	1.7	0.6	0.9	0.2	49.3	41.6	3.9	1.5	1.5	0.3	0.4	0.1
Percent of total staff	12.4	9.4	9.2	15.6	16.3	6.0	31.9	7.0	20.1	18.3	18.1	21.3	22.7	15.9	28.4	10.9	20.4
Lecturers	13,714	6,689	5,503	377	190	254	29	321	15	7,025	5,789	462	228	303	27	206	10
Percent of staff category	100.0	48.8	40.1	2.7	1.4	1.9	0.2	2.3	0.1	51.2	42.2	3.4	1.7	2.2	0.2	1.5	0.1
Percent of total staff	2.5	1.8	1.8	2.8	2.5	1.3	2.3	3.8	1.9	3.9	3.7	3.8	4.9	4.8	3.6	8.3	3.0
Other faculty	57,184	32,496	26,799	1,042	738	1,664	130	2,034	89	24,688	20,823	1,527	595	815	135	733	60
Percent of staff category	100.0	56.8	46.9	1.8	1.3	2.9	0.2	3.6	0.2	43.2	36.4	2.7	1.0	1.4	0.2	1.3	0.1
Percent of total staff	10.5	8.9	8.6	7.8	9.9	8.8	10.5	24.3	11.5	13.5	13.4	12.4	12.9	12.9	17.8	29.6	18.0
Tenure status																	
Full-time faculty total	545,706	363,430	313,278	13,385	7,459	18,943	1,237	8,355	773	182,276	155,492	12,273	4,617	6,326	760	2,474	334
Percent of staff category	100.0	66.6	57.4	2.5	1.4	3.5	0.2	1.5	0.1	33.4	28.5	2.2	0.8	1.2	0.1	0.5	0.1
Percent of total staff	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Tenured	279,424	210,519	189,393	6,006	3,710	9,471	544	1,175	220	68,905	60,281	4,495	1,724	1,963	213	178	51
Percent of staff category	100.0	75.3	67.8	2.1	1.3	3.4	0.2	0.4	0.1	24.7	21.6	1.6	0.6	0.7	0.1	0.1	**
Percent of total staff	51.2	57.9	60.5	44.9	49.7	50.0	44.0	14.1	28.5	37.8	38.8	36.6	37.3	31.0	28.0	7.2	15.3
Nontenured on track	114,278	67,248	53,747	3,536	1,946	4,839	221	2,691	268	47,030	39,387	3,367	1,339	1,840	225	742	130
Percent of staff category	100.0	58.8	47.0	3.1	1.7	4.2	0.2	2.4	0.2	41.2	34.5	2.9	1.2	1.6	0.2	0.6	0.1
Percent of total staff	20.9	18.5	17.2	26.4	26.1	25.5	17.9	32.2	34.7	25.8	25.3	27.4	29.0	29.1	29.6	30.0	38.9
Other faculty	152,004	85,663	70,138	3,843	1,803	4,633	472	4,489	285	66,341	55,824	4,411	1,554	2,523	322	1,554	153
Percent of staff category	100.0	56.4	46.1	2.5	1.2	3.0	0.3	3.0	0.2	43.6	36.7	2.9	1.0	1.7	0.2	1.0	0.1
Percent of total staff	27.9	23.6	22.4	28.7	24.2	24.5	38.2	53.7	36.9	36.4	35.9	35.9	33.7	39.9	42.4	62.8	45.8

**Less than .05 percent

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, Fall Staff in Postsecondary Institutions, 1993, table B-7a, p. 105, 1996.

Table A6-11. Number and percent distribution of full-time faculty in 4-year institutions of higher education, by sex, race/ethnicity, rank, and tenure status: Fall 1993

Faculty	Total	Men								Women							
		Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non Hispanic	Hispanic	White, non Hispanic	Non-resident alien	Race/ ethnicity unknown	Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non Hispanic	Hispanic	White, non Hispanic	Non-resident alien	Race/ ethnicity unknown
Rank																	
Full-time faculty total	441,496	306,327	**741**	17,784	10,781	5,763	262,402	8,256	600	135,169	**477**	5,376	8,640	3,294	114,694	2,434	254
Percent of staff category	100.0	69.4	**0.2**	4.0	2.4	1.3	59.4	1.9	0.1	30.6	**0.1**	1.2	2.0	0.7	26.0	0.6	0.1
Percent of total staff	100.0	100.0	**100.0**	100.0	100.0	100.0	100.0	100.0	100.0	100.0	**100.0**	100.0	100.0	100.0	100.0	100.0	100.0
Professors	141,638	120,616	**236**	6,085	2,662	1,640	109,032	841	121	21,022	**47**	713	1,020	502	18,629	94	17
Percent of staff category	100.0	85.2	**0.2**	4.3	1.9	1.2	77.0	0.6	0.1	14.8	**0.0**	0.5	0.7	0.4	13.2	0.1	0.0
Percent of total staff	32.1	39.4	**31.7**	34.2	24.7	28.5	41.6	10.2	20.2	15.6	**9.9**	13.3	11.8	15.2	16.2	3.9	6.7
Associate professors	111,238	79,414	**179**	4,268	2,825	1,499	69,581	929	133	31,824	**78**	1,041	1,909	632	27,936	193	35
Percent of staff category	100.0	71.4	**0.2**	3.8	2.5	1.3	62.6	0.8	0.1	28.6	**0.1**	0.9	1.7	0.6	25.1	0.2	**
Percent of total staff	25.2	25.9	**24.2**	24.0	26.2	26.0	26.5	11.3	22.2	23.5	**16.4**	19.4	22.1	19.2	24.4	7.9	13.8
Assistant professors	119,223	70,170	**193**	5,155	3,529	1,850	55,609	3,597	237	49,053	**203**	2,222	3,464	1,336	40,740	986	122
Percent of staff category	100.0	58.9	**0.2**	4.3	3.0	1.6	46.6	3.0	0.2	41.1	**0.2**	1.9	2.9	1.1	34.2	0.8	0.1
Percent of total staff	27.0	22.9	**26.0**	29.0	32.7	32.1	21.2	43.6	39.5	36.3	**42.6**	41.3	40.1	40.6	35.5	39.7	48.0
Instructors	27,939	12,569	**65**	585	939	322	10,053	552	53	15,370	**71**	464	1,285	371	12,883	258	38
Percent of staff category	100.0	45.0	**0.2**	2.1	3.4	1.2	36.0	2.0	0.2	55.0	**0.3**	1.7	4.6	1.3	46.1	0.9	0.1
Percent of total staff	6.3	4.1	**8.8**	3.3	8.7	5.6	3.8	6.7	8.8	11.4	**14.9**	8.6	14.9	11.3	11.2	10.6	15.0
Lecturers	12,971	6,375	**27**	245	358	169	5,243	319	14	6,596	**27**	296	416	195	5,447	205	10
Percent of staff category	100.0	49.1	**0.2**	1.9	2.8	1.3	40.4	2.5	0.1	50.9	**0.2**	2.3	3.2	1.5	42.0	1.6	0.1
Percent of total staff	2.9	2.1	**3.6**	1.4	3.3	2.9	2.0	3.9	2.3	4.9	**5.7**	5.5	4.8	5.9	4.7	8.4	3.9
Other faculty	28,487	17,183	**42**	1,446	468	283	12,884	2,018	42	11,304	**51**	640	546	258	9,059	716	32
Percent of staff category	100.0	60.3	**0.1**	5.1	1.6	1.0	45.2	7.1	0.1	39.7	**0.2**	2.2	1.9	0.9	31.8	2.5	0.1
Percent of total staff	6.5	5.6	**5.7**	8.1	4.3	4.9	4.9	24.4	7.0	8.4	**10.7**	11.9	6.3	7.8	7.9	29.5	12.6
Tenure status																	
Full-time faculty total	441,496	306,327	**741**	17,784	10,781	5,763	262,402	8,256	600	135,169	**477**	5,376	8,640	3,294	114,694	2,434	254
Percent of staff category	100.0	69.4	**0.2**	4.0	2.4	1.3	59.4	1.9	0.1	30.6	**0.1**	1.2	2.0	0.7	26.0	0.6	0.1
Percent of total staff	100.0	100.0	**100.0**	100.0	100.0	100.0	100.0	100.0	100.0	100.0	**100.0**	100.0	100.0	100.0	100.0	100.0	100.0
Tenured	230,615	181,213	**369**	8,841	4,737	2,729	163,205	1,166	176	49,402	**115**	1,412	2,868	1,041	43,753	175	36
Percent of staff category	100.0	78.6	**0.2**	3.8	2.1	1.2	70.8	0.5	0.1	21.4	**	0.6	1.2	0.5	19.0	0.1	**
Percent of total staff	52.2	59.2	**48.4**	49.7	43.9	47.4	62.2	14.1	29.3	36.5	**24.1**	26.3	33.2	31.6	38.1	7.2	15.0
Nontenured on track	101,338	61,613	**187**	4,630	3,125	1,672	49,097	2,650	252	39,725	**186**	1,641	2,805	1,077	33,169	731	116
Percent of staff category	100.0	60.8	**0.2**	4.6	3.1	1.6	48.4	2.6	0.2	39.2	**0.2**	1.6	2.8	1.1	32.7	0.7	0.1
Percent of total staff	23.0	20.1	**25.2**	26.0	29.0	29.0	18.7	32.1	42.0	29.4	**39.0**	30.5	32.5	32.7	28.9	30.0	45.7
Other faculty	109,543	63,501	**196**	4,313	2,919	1,362	50,100	4,440	172	46,042	**176**	2,323	2,967	1,176	37,772	1,528	100
Percent of staff category	100.0	58.0	**0.2**	3.9	2.7	1.2	45.7	4.1	0.2	42.0	**0.2**	2.1	2.7	1.1	34.5	1.4	0.1
Percent of total staff	24.8	20.7	**26.3**	24.3	27.1	23.6	19.1	53.8	28.7	34.1	**36.9**	43.2	34.3	35.7	32.9	62.8	39.4

**Less than .05 percent

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, table B-7b, p. 107, 1996.

Table A6-12. Number and percent distribution of full-time faculty in 2-year and less-than-2-year institutions of higher education, by sex, race/ethnicity, rank, and tenure status: Fall 1993

Faculty	Total	Men								Women							
		Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non Hispanic	Hispanic	White, non Hispanic	Non-resident alien	Race/ ethnicity unknown	Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non Hispanic	Hispanic	White, non Hispanic	Non-resident alien	Race/ ethnicity unknown
Rank																	
Full-time faculty total	104,210	57,103	**496**	1,159	2,604	1,696	50,876	99	173	47,107	**283**	950	3,633	1,323	40,798	40	80
Percent of staff category	100.0	54.8	**0.5**	1.1	2.5	1.6	48.8	0.1	0.2	45.2	**0.3**	0.9	3.5	1.3	39.1	**	0.1
Percent of total staff	100.0	100.0	**100.0**	100.0	100.0	100.0	100.0	100.0	100.0	100.0	**100.0**	100.0	100.0	100.0	100.0	100.0	100.0
Professors	15,615	9,958	**48**	160	320	136	9,276	7	11	5,657	**22**	75	524	109	4,911	0	16
Percent of staff category	100.0	63.8	**0.3**	1.0	2.0	0.9	59.4	**	0.1	36.2	**0.1**	0.5	3.4	0.7	31.5	0.0	0.1
Percent of total staff	15.0	17.4	**9.7**	13.8	12.3	8.0	18.2	7.1	6.4	12.0	**7.8**	7.9	14.4	8.2	12.0	0.0	20.0
Associate professors	9,458	5,092	**14**	99	264	91	4,610	13	1	4,366	**12**	63	326	69	3,890	4	0
Percent of staff category	100.0	53.8	**0.1**	1.0	2.8	1.0	48.7	0.1	**	46.2	**0.1**	0.7	3.5	0.7	41.1	**	0.0
Percent of total staff	9.1	8.9	**2.8**	8.5	10.1	5.4	9.1	13.1	0.6	9.3	**4.2**	6.6	9.0	5.2	9.5	10.0	0.0
Assistant professors	9,936	4,652	**16**	122	272	101	4,100	31	11	5,284	**20**	87	421	100	4,642	8	6
Percent of staff category	100.0	46.8	**0.2**	1.2	2.7	1.0	41.3	0.3	0.1	53.2	**0.2**	0.9	4.2	1.0	46.7	0.1	0.1
Percent of total staff	9.5	8.1	**3.0**	10.5	10.4	6.0	8.1	31.3	6.4	11.2	**7.1**	9.2	11.6	7.6	11.4	20.0	7.5
Instructors	39,761	21,774	**329**	551	1,155	892	18,715	30	102	17,987	**146**	543	1,333	675	15,249	12	30
Percent of staff category	100.0	54.8	**0.8**	1.4	2.9	2.2	47.1	0.1	0.3	45.2	**0.4**	1.4	3.4	1.7	38.4	**	0.1
Percent of total staff	38.2	38.1	**66.3**	47.5	44.4	52.6	36.8	30.3	59.0	38.2	**51.2**	57.2	36.7	51.0	37.4	30.0	37.5
Lecturers	743	314	**2**	9	19	21	260	2	1	429	**0**	7	46	33	342	1	0
Percent of staff category	100.0	42.3	**0.3**	1.2	2.6	2.8	35.0	0.3	0.1	57.7	**0.0**	0.9	6.2	4.4	46.0	0.1	0.0
Percent of total staff	0.7	0.5	**0.4**	0.8	0.7	1.2	0.5	2.0	0.6	0.9	**0.0**	0.7	1.3	2.5	0.8	2.5	0.0
Other faculty	28,697	15,313	**88**	218	574	455	13,915	16	47	13,384	**84**	175	981	337	11,764	15	28
Percent of staff category	100.0	53.4	**0.3**	0.8	2.0	1.6	48.5	0.1	0.2	46.6	**0.3**	0.6	3.4	1.2	41.0	0.1	0.1
Percent of total staff	27.5	26.8	**17.7**	18.8	22.0	26.8	27.4	16.2	27.2	28.4	**29.7**	18.4	27.0	25.5	28.8	37.5	35.0
Tenure status																	
Full-time faculty total	104,210	57,103	**496**	1,159	2,604	1,696	50,876	99	173	47,107	**283**	950	3,633	1,323	40,798	40	80
Percent of staff category	100.0	54.8	**0.5**	1.1	2.5	1.6	48.8	0.1	0.2	45.2	**0.3**	0.9	3.5	1.3	39.1	**	0.1
Percent of total staff	100.0	100.0	**100.0**	100.0	100.0	100.0	100.0	100.0	100.0	100.0	**100.0**	100.0	100.0	100.0	100.0	100.0	100.0
Tenured	48,809	29,306	**185**	630	1,269	981	26,188	9	44	19,503	**98**	551	1,627	683	16,528	3	13
Percent of staff category	100.0	60.0	**0.4**	1.3	2.6	2.0	53.7	**	0.1	40.0	**0.2**	1.1	3.3	1.4	33.9	**	**
Percent of total staff	46.8	51.3	**37.3**	54.4	48.7	57.8	51.5	9.1	25.4	41.4	**34.6**	58.0	44.8	51.6	40.5	7.5	16.3
Nontenured on track	12,940	5,635	**34**	209	411	274	4,650	41	16	7,305	**39**	199	562	262	6,218	11	14
Percent of staff category	100.0	43.5	**0.3**	1.6	3.2	2.1	35.9	0.3	0.1	56.5	**0.3**	1.5	4.3	2.0	48.1	0.1	0.1
Percent of total staff	12.4	9.9	**6.9**	18.0	15.8	16.2	9.1	41.4	9.2	15.5	**13.8**	20.9	15.5	19.8	15.2	27.5	17.5
Other faculty	42,461	22,162	**277**	320	924	441	20,038	49	113	20,299	**146**	200	1,444	378	18,052	26	53
Percent of staff category	100.0	52.2	**0.7**	0.8	2.2	1.0	47.2	0.1	0.3	47.8	**0.3**	0.5	3.4	0.9	42.5	0.1	0.1
Percent of total staff	40.7	38.8	**55.8**	27.6	35.5	26.0	39.4	49.5	65.3	43.1	**51.6**	21.1	39.7	28.6	44.2	65.0	66.3

**Less than .05 percent

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions 1993*, table B-7c, p. 109, 1996.

Table A6-13. Number and percent distribution of newly hired full-time employees in institutions of higher education, by sex, race/ethnicity, and primary occupation: Fall 1993

Primary occupation	Total	Men								Women							
		Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non Hispanic	Hispanic	White, non Hispanic	Non-resident alien	Race/ ethnicity unknown	Total	**American Indian/ Alaska Native**	Asian/ Pacific Islander	Black, non Hispanic	Hispanic	White, non Hispanic	Non-resident alien	Race/ ethnicity unknown
New hires total	99,763	45,177	**272**	2,288	5,009	1,979	33,039	2,226	364	54,566	**369**	2,063	7,004	2,406	41,480	970	294
Percent of staff category	100.0	45.3	**0.3**	2.3	5.0	2.0	33.1	2.2	0.4	54.7	**0.4**	2.1	7.0	2.4	41.6	1.0	0.3
Percent of total staff	100.0	100.0	**100.0**	100.0	100.0	100.0	100.0	100.0	100.0	100.0	**100.0**	100.0	100.0	100.0	100.0	100.0	100.0
Executive/Administrative/Managerial	5,415	2,895	**22**	41	322	97	2,398	9	6	2,520	**20**	48	275	85	2,079	1	12
Percent of staff category	100.0	53.5	**0.4**	0.8	5.9	1.8	44.3	0.2	0.1	46.5	**0.4**	0.9	5.1	1.6	38.4	**	0.2
Percent of total staff	5.4	6.4	**8.1**	1.8	6.4	4.9	7.3	0.4	1.6	4.6	**5.4**	2.3	3.9	3.5	5.0	0.1	4.1
Tenured faculty	2,287	1,470	**2**	72	63	35	1,265	19	14	817	**2**	22	70	23	689	5	6
Percent of staff category	100.0	64.3	**0.1**	3.1	2.8	1.5	55.3	0.8	0.6	35.7	**0.1**	1.0	3.1	1.0	30.1	0.2	0.3
Percent of total staff	2.3	3.3	**0.7**	3.1	1.3	1.8	3.8	0.9	3.8	1.5	**0.5**	1.1	1.0	1.0	1.7	0.5	2.0
Nontenured on track	14,552	8,136	**33**	505	506	277	6,371	375	69	6,416	**27**	302	508	223	5,168	147	41
Percent of staff category	100.0	55.9	**0.2**	3.5	3.5	1.9	43.8	2.6	0.5	44.1	**0.2**	2.1	3.5	1.5	35.5	1.0	0.3
Percent of total staff	14.6	18.0	**12.1**	22.1	10.1	14.0	19.3	16.8	19.0	11.8	**7.3**	14.6	7.3	9.3	12.5	15.2	13.9
Other faculty	17,718	9,427	**41**	594	487	268	7,181	778	78	8,291	**51**	343	556	255	6,745	285	56
Percent of staff category	100.0	53.2	**0.2**	3.4	2.7	1.5	40.5	4.4	0.4	46.8	**0.3**	1.9	3.1	1.4	38.1	1.6	0.3
Percent of total staff	17.8	20.9	**15.1**	26.0	9.7	13.5	21.7	35.0	21.4	15.2	**13.8**	16.6	7.9	10.6	16.3	29.4	19.0
Professional (support/service)	23,555	10,279	**56**	671	858	368	7,420	839	67	13,276	**71**	693	1,405	423	10,269	343	72
Percent of staff category	100.0	43.6	**0.2**	2.8	3.6	1.6	31.5	3.6	0.3	56.4	**0.3**	2.9	6.0	1.8	43.6	1.5	0.3
Percent of total staff	23.6	22.8	**20.6**	29.3	17.1	18.6	22.5	37.7	18.4	24.3	**19.2**	33.6	20.1	17.6	24.8	35.4	24.5
Technical/Paraprofessional	9,080	3,643	**17**	212	412	173	2,616	161	52	5,437	**26**	296	844	278	3,849	122	22
Percent of staff category	100.0	40.1	**0.2**	2.3	4.5	1.9	28.8	1.8	0.6	59.9	**0.3**	3.3	9.3	3.1	42.4	1.3	0.2
Percent of total staff	9.1	8.1	**6.3**	9.3	8.2	8.7	7.9	7.2	14.3	10.0	**7.0**	14.3	12.1	11.6	9.3	12.6	7.5
Clerical and secretarial	16,738	2,042	**14**	70	342	160	1,426	16	14	14,696	**103**	296	2,334	861	10,993	48	61
Percent of staff category	100.0	12.2	**0.1**	0.4	2.0	1.0	8.5	0.1	0.1	87.8	**0.6**	1.8	13.9	5.1	65.7	0.3	0.4
Percent of total staff	16.8	4.5	**5.1**	3.1	6.8	8.1	4.3	0.7	3.8	26.9	**27.9**	14.3	33.3	35.8	26.5	4.9	20.7
Skilled craftsman	1,504	1,346	**22**	19	157	70	1,062	4	12	158	**1**	0	25	12	115	2	3
Percent of staff category	100.0	89.5	**1.5**	1.3	10.4	4.7	70.6	0.3	0.8	10.5	**0.1**	0.0	1.7	0.8	7.6	0.1	0.2
Percent of total staff	1.5	3.0	**8.1**	0.8	3.1	3.5	3.2	0.2	3.3	0.3	**0.3**	0.0	0.4	0.5	0.3	0.2	1.0
Service/Maintenance	8,914	5,939	**65**	104	1,862	531	3,300	25	52	2,975	**68**	63	967	246	1,573	17	21
Percent of staff category	100.0	66.6	**0.7**	1.2	20.9	6.0	37.0	0.3	0.6	33.4	**0.8**	0.7	11.1	2.8	17.6	0.2	0.2
Percent of total staff	8.9	13.1	**23.9**	4.5	37.2	26.8	10.0	1.1	14.3	5.5	**18.4**	3.1	14.1	10.2	3.8	1.8	7.1

**Less than .05 percent

NOTE: Because of rounding, details may not add to totals

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff," survey, 1993. As published in NCES, *Fall Staff in Postsecondary Institutions, 1993*, table B-8a, p. 111, 1996.

Appendix B

Selected Standard Error Tables

Table B-1. Standard errors for table 2-3--Percent of college-bound high school graduates classified as meeting each of five specified criteria identified as being important to college admissions officers, by race/ethnicity: 1992

Race/ethnicity	GPA ≥ 3.5[1]	SAT ≥ 1,100[2]	College preparation curriculum[3]	Teacher comments[4]	2 or more extra-curriculars[5]	Meet all 5 criteria
Total	0.92	1.35	1.76	1.33	1.34	0.38
American Indian/ Alaska Native	**3.30**	**2.24**	**8.13**	**9.21**	**9.12**	**0.00**
Asian	3.70	3.18	4.29	4.02	3.79	1.49
Black	0.93	0.67	4.43	4.70	3.95	0.26
White	1.09	1.61	1.99	1.54	1.58	0.44

[1] High school grade point average (GPA) of 3.5 or higher.

[2] SAT equivalent score of 1,100 or higher.

[3] Accumulated four credits in English, three in science, three in math, three in social studies, and two in a foreign language.

[4] Positive teacher responses to series of questions regarding student.

[5] Participated in two or more extracurricular activities.

NOTE: The student sample used for this study included all graduating seniors who met the following criteria: (1) graduated by the summer of 1992; (2) transcripts were collected as part of the second followup data collection activities; (3) transcripts included records of courses taken in 9th, 10th, 11th, and 12th grades; (4) transcripts reported at least 16 credits; (5) the results of SAT or ACT tests were included on the transcript; and (6) the student indicated that he/she had applied to one or more postsecondary schools. Students who met these criteria are referred to in this report as college-bound.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988: Second Follow-up (1992). As published in NCES, Statistics Brief, *Making the Cut: Who Meets Highly Selective College Entrance Criteria?*, table 1, p. 4, 1995.

Table B-2. Standard errors for appendix table A5-10--Percent of undergraduates receiving aid by type of aid and race/ethnicity

Race/ethnicity	Any aid	Any grants	Any work-study	Any loan	Any other type aid and assistance
Total	0.79	0.71	0.25	0.61	0.26
American Indian	3.28	3.63	1.05	2.30	2.05
Asian/Pacific Islander	1.46	1.33	0.70	1.10	0.42
Black, non-Hispanic	1.93	1.89	0.80	1.57	1.04
Hispanic	3.26	3.34	0.41	1.19	0.52
White, non-Hispanic	0.78	0.67	0.25	0.65	0.27

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Postsecondary Student Aid Study (NPSAS:93), Undergraduate Data Analysis System. As published in NCES, *Student Financing of Undergraduate Education, 1992-93*, table B.2, pp. 188-90, 1995.

Appendix C

Glossary

Glossary

[1]**Achievement test—**An examination that measures the extent to which a person has acquired certain information or mastered certain skills, usually as a result of specific instruction.

[1]**Administrative support staff—**Includes personnel dealing with salary, benefits, supplies, and contractual fees for the office of the principal, full-time department chairpersons, and graduation expenses.

[1]**Agriculture—**Courses designed to improve competencies in agricultural occupations. Included is the study of agricultural production, supplies, mechanization and products, agricultural science, forestry, and related services.

[1]**American College Testing Program (ACT)—**The ACT assessment program measures educational development and readiness to pursue college-level coursework in English, mathematics, natural science, and social studies. Student performance on the tests does not reflect innate ability and is influenced by a student's educational preparedness.

[1]**Associate degree—**A degree granted for the successful completion of a sub-baccalaureate program of studies, usually requiring at least 2 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

[1]**Bachelor's degree—**A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

[1]**Business—**Program of instruction that prepares individuals for a variety of activities in planning, organizing, directing, and controlling business office systems and procedures.

[1]**Cohort—**A group of individuals that have a statistical factor in common, for example, year of birth.

[1]**College—**A postsecondary school which offers general or liberal arts education, usually leading to an associate, bachelor's, master's, doctors, or first-professional degree. Junior colleges and community colleges are included under this terminology.

[1]**Computer science—**A group of instructional programs that describes computer and information sciences, including computer programming, data processing, and information systems.

[1]**Control of institutions—**A classification of institutions of elementary/secondary or higher education by whether the institution is operated by publicly elected or appointed officials (public control) or by privately elected or appointed officials and derives its major source of funds from private sources (private control).

[1]**Doctor's degree—**An earned degree carrying the title of Doctor. The Doctor of Philosophy degree (Ph.D.) is the highest academic degree and requires mastery within a field of knowledge and demonstrated ability to perform scholarly research. Other doctorates are awarded for fulfilling specialized requirements in

professional fields, such as education (Ed.D.), musical arts (D.M.A.), business or administration (D.B.A), and engineering (D.Eng. or D.E.S.). Many doctor's degrees in academic and professional fields require an earned master's degree as a pre-requisite. First-professional degrees, such as M.D. and D.D.S., are not included under this heading.

[1]**Educational attainment**–The highest grade of regular school attended and completed.

[1]**Engineering**–Instructional programs that describe the mathematical and natural science knowledge gained by study, experience, and practice and applied with judgment to develop ways to utilize the materials and forces of nature economically for the benefit of mankind. Include programs that prepare individuals to support and assist engineers and similar professionals.

[1]**English**–A group of instructional programs that describes the English language arts, including composition, creative writing, and the study of literature.

[1]**Enrollment**–The total number of students registered in a given school unit at a given time, generally in the fall of a year.

[1]**Extracurricular activities**–Activities that are not part of the required curriculum and that take place outside of the regular course of study. As used here, they include both school-sponsored (e.g., varsity athletics, drama and debate clubs) and community-sponsored (e.g., hobby clubs and youth organizations like the Junior Chamber of Commerce or Boy Scouts) activities.

[1]**Family**–A group of two persons or more (one of whom is the householder) related by birth, marriage, or adoption and residing together. All such persons (including related subfamily members) are considered as members of one family.

[1]**First-professional degree**–A degree that signifies both completion of the academic requirements for beginning practice in a given professional and a level of professional skill beyond that normally required for a bachelor's degree. This degree usually is based on a program requiring at least 2 academic years of work prior to entrance and a total of at least 6 academic years of work to complete the degree program, including both prior-required college work and the professional program itself. By NCES definition, first-professional degrees are awarded in the fields of dentistry (D.D.S. or D.M.D.), medicine (M.D.), optometry (O.D.), osteopathic medicine (D.O.), pharmacy (D.Phar.), podiatric medicine (D.P.M.), veterinary medicine (D.V.M.), chiropractic (D.C. or D.C.M.), law (J.D.), and theological professions (M.Div. or M.H.L.).

[1]**First-professional enrollment**–The number of students enrolled in a professional school or program which requires at least 2 years of academic college work for entrance and a total of at least 6 years for a degree. By NCES definition, first-professional enrollment includes only students in certain programs. (See First-professional degree for a list of programs.)

[1]**Fiscal year**–The yearly accounting period for the Federal Government, which begins on October 1 and ends on the following September 30. The fiscal year is designated by the calendar year in which it ends; e.g., fiscal year 1988 begins on October 1, 1987, and ends on September

30, 1988. (From fiscal year 1844 to fiscal year 1976, the fiscal year began on July 1 and ended on the following June 30.)

[1]**Foreign language**—A group of instructional programs that describes the structure and use of language that is common or indigenous to people of the same community or nation, the same geographical area, or the same cultural traditions. Programs cover such features as sound, literature, syntax, phonology, semantics, sentences, prose, and verse, as well as the development of skills and attitudes used in communicating and evaluating thoughts and feelings through oral and written language.

[1]**Full-time enrollment**—The number of students enrolled in higher education courses with total credit load equal to at least 75 percent of the normal full-time course load.

[1]**Full-time-equivalent (FTE) enrollment**—For institutions of higher education, enrollment of full-time students, plus the full-time equivalent of the part-time students. The full-time equivalent of the part-time students is estimated using different factors depending on the type and control of institution and level of student.

[1]**Full-time instructional faculty**—Those members of the instruction/research staff who are employed full time as defined by the institution, including faculty with released time for research and faculty on sabbatical leave. Full-time counts exclude faculty who are employed to teach less than two semesters, three quarters, two trimesters, or two 4-month h sessions; replacements for faculty on sabbatical leave or those on leave without pay; faculty for preclinical and clinical medicine; faculty who are donating their services; faculty who are members of military organizations and paid on a different pay scale from civilian employees; academic officers, whose primary duties are administrative; and graduate students who assist in the instruction of courses.

[1]**General Educational Development (GED) program**—Academic instruction to prepare persons to take the high school equivalency examination. See GED recipient.

[1]**GED recipient**—A person who has obtained certification of high school equivalency by meeting State requirements and passing an approved exam, which is intended to provide an appraisal of the person's achievement or performance in the broad subject matter areas usually required for high school graduation.

[1]**Geographic region**—One of the regions or divisions used by the U.S. Bureau of the Census in Current Population Survey tabulations, as follows:

Northeast

(New England)
Maine
New Hampshire
Vermont
Massachusetts
Rhode Island
Connecticut

(Middle Atlantic)
New York
New Jersey
Pennsylvania

Midwest

(East North Central)
Ohio
Indiana
Illinois
Michigan
Wisconsin

(West North Central)
Minnesota
Iowa
Missouri
North Dakota
South Dakota
Nebraska
Kansas

South

(South Atlantic)
Delaware
Maryland
District of
Columbia
Virginia
West Virginia
North Carolina
South Carolina
Georgia
Florida

(East South Central)
Kentucky
Tennessee
Alabama
Mississippi

(West South Central)
Arkansas
Louisiana
Oklahoma
Texas

West

(Mountain)
Montana
Idaho
Wyoming
Colorado
New Mexico
Arizona
Utah
Nevada

(Pacific)
Washington
Oregon
California
Alaska
Hawaii

[1]**Graduate**—An individual who has received formal recognition for the successful completion of a prescribed program of studies.

[1]**Graduate enrollment**—The number of students who hold the bachelor's or first-professional degree, or the equivalent, and who are working towards a master's or doctor's degree. First-professional students are counted separately. These enrollment data measure those students who are registered at a particular time during the fall. At some institutions, graduate enrollment also includes students who are in postbaccalaureate classes but not in degree programs. In specified tables, graduate enrollment includes all students in regular graduate programs and all students in postbaccalaureate classes but not in degree programs (unclassified postbaccalaureate students).

[1]**Graduation**—Formal recognition given an individual for the successful completion of a prescribed program of studies.

[1]**Higher education**—Study beyond secondary school at an institution that offers programs terminating in an associate, baccalaureate, or higher degree.

[1]**Higher education institutions (traditional classification)**—

4-year institution—An institution legally authorized to offer and offering at least a 4-year program of college-level studies wholly or principally creditable toward a baccalaureate degree. In some tables, a further division between universities and other 4-year institutions is made. A "university" is a postsecondary institution which typically comprises one or more graduate professional schools (also see University). For purposes of trend comparisons in this volume, the selection of universities has been held constant for all tabulations after 1982. "Other 4-year institutions" would include the rest of the nonuniversity 4-year institutions.

2-year institution—An institution legally authorized to offer and offering at least a 2-year program of college-level studies which terminates in an associate degree or is principally creditable toward a baccalaureate degree. Also includes some institutions that have a less than 2-year program, but were designated as institutions of higher education in the

Higher Education General Information Survey.

[1]**High school**—A secondary school offering the final years of high school work necessary for graduation, usually including grades 10, 11, 12 (in a 6-3-3 plan), or grades 9, 10, 11, and 12 (in a 6-2-4 plan).

[1]**High school program**—A program of studies designed to prepare students for their postsecondary education and occupation. Three types of programs are usually distinguished—academic, vocational, and general. An academic program is designed to prepare students for continued study at a college or university. A vocational program is designed to prepare students for employment in one or more semiskilled, skilled, or technical occupations. A general program is designed to provide students with the understanding and competence to function effectively in a free society and usually represents a mixture of academic and vocational components.

[1]**Household**—All the persons who occupy a housing unit. A house, apartment, or other group of rooms, or a single room, is regarded as a housing unit when it is occupied or intended for occupancy as separate living quarters, that is, when the occupants do not live and eat with any other persons in the structure, and there is direct access from the outside or through a common hall.

[1]**Instructional staff**—Full-time-equivalent number of positions, not the number of different individuals occupying the positions during the school year. In local schools, includes all public elementary and secondary (junior and senior high) day-school positions that are in the nature of teaching or in the improvement of the teaching-learning situation. Includes consultants or supervisors of instruction, principals, teachers, guidance personnel, librarians, psychological personnel, and other instructional staff. Excludes administrative staff, attendance personnel, clerical personnel, and junior college staff.

[1]**Instructional support services**—Includes salary, benefits, supplies, and contractual fees for staff providing instructional improvement, educational media (library and audiovisual), and other instructional support services.

[1]**Master's degree**—A degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college level study beyond the bachelor's degree. One type of master's degree, including the Masters of Art degree, or M.A., and the Master of Science degree, or M.S., is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and demonstrated ability to perform scholarly research. A second type of master's degree is awarded for the completion of a professional oriented program, for example, an M.Ed. in education, an M.B.A. in business administration, an M.F.A. in fine arts, and an M.M. in music, an M.S.W. in social work, and an M.P.A. in public administration. A third type of master's degree is awarded in professional fields for study beyond the first-professional degree, for example, the Master of Laws (L.L.M.) and Master of Science in various medical specializations.

[1]**Mathematics**—A group of instructional programs that describes the science of numbers and their operations, interrelations, combinations, generalizations, and abstractions and of space configurations and their structure,

measurement, transformations, and generalizations.

¹**Nonresident alien**—A person who is not a citizen of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.

¹**Other support services**—Includes salary, benefits, supplies, and contractual fees for business support services, central support services, other support services not otherwise classified.

¹**Other support services staff**—All staff not reported in other categories. This group includes media personnel, social workers, bus drivers, security, cafeteria workers, and other staff.

¹**Part-time enrollment**—The number of students enrolled in higher education courses with a total credit load less than 75 percent of the normal full-time credit load.

¹**Postbaccalaureate enrollment**—The number of graduate and first-professional students working towards advanced degrees and of students enrolled in graduate-level classes but not enrolled in degree programs. See also Graduate enrollment and First-professional enrollment.

¹**Postsecondary education**—The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose, and excludes avocational and adult basic education programs.

¹**Racial/ethnic group**—Classification indicating general racial or ethnic heritage based on self-identification, as in data collected by the Bureau of the Census or on observer identification, as in data collected by the Office for Civil Rights. These categories are in accordance with the Office of Management and Budget standard classification scheme presented below:

White—A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. Normally excludes persons of Hispanic origin except for tabulations produced by the Bureau of the Census, which are noted accordingly in this volume.

Black—A person having origins in any of the black racial groups in Africa. Normally excludes persons of Hispanic origin except for tabulations produced by the Bureau of the Census, which are noted accordingly in this volume.

Hispanic—A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Asian or Pacific Islander—A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native—A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.

[1]**Salary–**The total amount regularly paid or stipulated to be paid to an individual, before deductions, for personal services rendered while on the payroll of a business or organization.

[1]**Scholarships and fellowships–**This category of college expenditures applies only to money given in the form of outright grants and trainee stipends to individuals enrolled in formal coursework, either for credit or not. Aid to students in the form of tuition or fee remissions is included. College Work-Study funds are excluded and are reported under the program in which the student is working. In the tabulations in this volume, Pell Grants are not included in this expenditure category.

[1]**Scholastic Aptitude Test (SAT)–**An examination administered by the Educational Testing Service and used to predict the facility with which an individual will progress in learning college-level academic subjects.

[1]**Science–**The body of related courses concerned with knowledge of the physical and biological world and with the processes of discovering and validating this knowledge.

[1]**Student–**An individual for whom instruction is provided in an educational program under the jurisdiction of a school, school system, or other education institution. No distinction is made between the term "student" and "pupil," though "student" may refer to one receiving instruction at any level while "pupil" refers only to one attending school at the elementary or secondary level. A student may receive instruction in a school facility or in another location, such as at home or in a hospital. Instruction may be provided by direct student-teacher interaction or by some other approved medium such as television, radio, telephone, and correspondence.

[1]**Tuition and fees–**A payment or charge for instruction or compensation for services, privileges, or the use of equipment, books, or other goods.

[1]**U.S. Service Schools–**These institutions of higher education are controlled by the U.S. Department of Defense and the U.S. Department of Transportation. The ten institutions counted in the NCES surveys of higher education institutions include: the Air Force Institute of Technology, Community College of the Air Force, Naval Postgraduate School, Uniformed Services University of the Health Sciences, U.S. Air Force Academy, U.S. Army Command And General Staff College, U.S. Coast Guard Academy, U.S. Merchant Marine Academy, U.S. Military Academy, and the U.S. Naval Academy.

[1]**University–**An institution of higher education consisting of a liberal arts college, a diverse graduate program, and usually two or more professional schools or faculties and empowered to confer degrees in various fields of study. For purposes of maintaining trend data in this publication, the selection of university institutions has not been revised since 1982.

[1]**Visual and performing arts–**A group of instructional programs that generally describes the historic development, aesthetic qualities, and creative processes of the visual and performing arts.

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[1] U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics: 1996, pp. 497-510, 1996.

Appendix D

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Appendix E

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